EDUCATIONAL
RESEARCH
INSTITUTE OF
BRITISH COLUMBIA

Report No. 84:6

AN ASSESSMENT OF THE NEED FOR ELEMENTARY SCHOOL COUNSELLORS IN A SMALL, RURAL BRITISH COLUMBIA SCHOOL DISTRICT

Robert C. Emerson

REPORTS

REPORT NUMBER: 84:6

TITLE: AN ASSESSMENT OF THE NEED FOR ELEMENTARY SCHOOL COUNSELLORS IN A SMALL, RURAL BRITISH COLUMBIA SCHOOL DISTRICT

GRANT NUMBER: DG 359

AUTHOR(S): Robert C. Emerson

PROJECT DIRECTOR: (if different from author)

PROJECT SITE OR SAMPLE: S.D. No. 14 (Oliver)

This report is based on a study or project funded by the ERIBC Grants Program. This report may be reproduced in whole or in part, but the author(s) and ERIBC must be credited.

ERIBC takes no responsibility for the work as it was carried out, or the conclusions drawn by the author(s).

This report is available on a loan basis (in B.C. only) or a purchase basis at the cost of $ 13.90 from the

EDUCATIONAL RESEARCH INSTITUTE OF BRITISH COLUMBIA
Suite 701 - 601 West Broadway
Vancouver, B.C. V5Z 4C2
Telephone: (604) 873-3801

AN EMPIRICAL INVESTIGATION OF THE NEED FOR ELEMENTARY SCHOOL COUNSELLORS IN A SMALL, RURAL BRITISH COLUMBIA SCHOOL DISTRICT

by

ROBERT C. EMERSON

MAJOR PAPER SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF EDUCATION

in the Department
of
PSYCHOLOGICAL FOUNDATIONS
in
FACULTY OF EDUCATION

copyright*
THE UNIVERSITY OF VICTORIA
MAY 1984

*c. All rights reserved.

DEDICATION

This work is dedicated to my wife Penny, who's loving support, guidance and acceptance has made this work possible.

ACKNOWLEDGEMENTS

A portion of the funding for the research of this project was provided by the Educational Research Institute of British Columbia.

The Board of School Trustees and Superintendent, Mr. O.W. Taylor, of School District Number 14 (Southern Okanagan) offered their support and encouragement.

Dr. Rey Carr, Associate Professor, University of Victoria, Mr. Bruce Smith, Coordinator of Special Education, School District No. 14 (Southern Okanagan) and Mr. Terry Sarell, Principal, Tuc-el-Nuit Elementary School offered advice guidance and support as part of the resource team.

Mrs. Betty Shuttleworth, secretary, Tuc-el-Nuit Elementary School typed, edited and proof-read both the provisional and the final manuscripts.

The author gratefully acknowledges the support of those mentioned above.

In addition, I acknowledge the work of Dr. Peter Rothe, who while on staff at ERIBC developed surveys for an ERIBC contractual study to assess an elementary school counselling program. The savings in time and effort by using these surveys added greatly to the quality of the final report.

TABLE OF CONTENTS

		PAGE
I.	LIST OF TABLES AND FIGURES.	1
II.	ABSTRACT.	4
III.	PREFACE.	5
IV.	INTRODUCTION.	7
V.	PURPOSE OF EVALUATION.	12
VI.	METHODOLOGY.	13
VII.	RESULTS:	20
	(a) PARENT QUESTIONNAIRES	21
	1. QUALITATIVE DATA	21
	2. QUANTITATIVE DATA	33
	3. SUMMARY	35
	(b) TEACHER RESPONSES	36
	1. QUALITATIVE DATA	36
	2. QUANTITATIVE DATA	39
	3. SUMMARY	48
	(c) STUDENT RESPONSES	53
	1. QUANTITATIVE DATA	53
	1. SUMMARY	53
	(d) SCHOOL DISTRICT RESPONSES	55
	1. QUALITATIVE DATA	55
	2. QUANTITATIVE DATA	55
	i. PROVINCE WIDE	60
	ii. IN RELATION TO DISTRICT SIZE	75
	iii. IN RELATION TO COMMUNITY SERVED	85
	iv. IN RELATION TO REGION SERVED	94

3. SUMMARY 99

VIII. DISCUSSION AND CONCLUSIONS 101

IX. REFERENCES 109

X. APPENDIX. 111

(a) SCHOOL DISTRICT 112

1. SAMPLE LETTER TO SUPERINTENDENT 112

2. SAMPLE QUESTIONNAIRE 113

(b) PARENT

1. SAMPLE LETTER TO PARENTS 116

2. SAMPLE QUESTIONNAIRE 117

(c) TEACHER

1. SAMPLE LETTER TO TEACHERS 120

2. SAMPLE QUESTIONNAIRE 121

(d) STUDENT

1. SAMPLE LETTER TO TEACHERS 126

2. SAMPLE LETTER TO ADMINISTRATORS 127

3. SAMPLE QUESTIONNAIRE 129

LIST OF TABLES AND FIGURES

		Page
Table I	RETURN RATES FOR ALL QUESTIONNAIRE TYPES.	15
Table II	PARENTS' PERCEPTIONS OF WHAT AN ELEMENTARY COUNSELLING/HELPING PROGRAM OUGHT TO BE DOING.	30
Table III	PARENTS' PERCEPTIONS OF WHAT AN ELEMENTARY SCHOOL COUNSELLOR/HELPER OUGHT TO BE DOING.	32
Table IV	TEACHERS' PERCEPTIONS OF WHAT AN ELEMENTARY COUNSELLING/HELPING PROGRAM OUGHT TO BE DOING.	40
Table V	TEACHERS' PERCEPTIONS OF THE NEED AND SCOPE OF ELEMENTARY COUNSELLING SERVICES OFFERED.	42
Table VI	TEACHERS' PERCEPTIONS REGARDING FACTORS WHICH MAY AFFECT COUNSELLING SERVICES.	45
Table VII	STUDENT INDICATIONS OF HOW OFTEN AN ELEMENTARY COUNSELLOR WOULD HELP.	51
Table VIII	TYPE OF COMMUNITY SERVED.	57
Table IX	REGION OF PROVINCE SERVED.	58
Table X	LEVELS OF ELEMENTARY COUNSELLING SERVICES OFFERED.	59
Table XI	GRADE LEVELS RECEIVING ELEMENTARY COUNSELLING SERVICE.	61
Table XII	TYPES OF ELEMENTARY COUNSELLING SERVICES OFFERED.	62
Table XIII	DUTIES OF ELEMENTARY COUNSELLING STAFF.	64

LIST OF TABLES AND FIGURES (CONTINUED)

Table XIV	ADDITIONAL DUTIES OF ELEMENTARY COUNSELLING STAFF.	65
Table XV	NUMBERS OF ELEMENTARY STUDENTS PER COUNSELLING STAFF.	67
Table XVI	LEVELS OF COUNSELLING SERVICE OFFERED BY SCHOOL DISTRICT SIZE.	72
Table XVIII	GRADES RECEIVING COUNSELLING SERVICE BY SCHOOL DISTRICT SIZE.	73
Table XIX	TYPES OF COUNSELLING SERVICES OFFERED BY SCHOOL DISTRICT SIZE.	74
Table XX	COUNSELLING STAFF DUTIES BY SCHOOL DISTRICT SIZE.	76
Table XXI	ADDITIONAL STAFF DUTIES BY SCHOOL DISTRICT SIZE.	77
Table XXII	NUMBER OF STUDENTS SERVED PER COUNSELLOR BY SCHOOL DISTRICT SIZE.	78
Table XXIII	COUNSELLOR TRAINING REQUIREMENTS BY SCHOOL DISTRICT SIZE.	79
Table XXIV	LEVELS OF COUNSELLING SERVICE BY TYPE OF COMMUNITY SERVED.	81
Table XXV	GRADE LEVELS RECEIVING COUNSELLING SERVICE BY TYPE OF COMMUNITY SERVED.	82
Table XXVI	TYPES OF COUNSELLING SERVICE OFFERED BY TYPE OF COMMUNITY SERVED.	83

LIST OF TABLES AND FIGURES (CONTINUED)

Table XXVII	COUNSELLING STAFF DUTIES BY TYPE OF COMMUNITY SERVED.	84
Table XXVIII	ADDITIONAL COUNSELLING STAFF DUTIES BY TYPE OF COMMUNITY SERVED.	86
Table XXIX	NUMBER OF STUDENTS SERVED PER COUNSELLOR BY TYPE OF COMMUNITY SERVED.	87
Table XXX	REQUIRED TRAINING FOR COUNSELLING STAFF BY TYPE OF COMMUNITY SERVED.	89
Table XXXI	LEVELS OF COUNSELLING SERVICE OFFERED BY REGION OF PROVINCE SERVED.	90
Table XXXII	GRADE LEVELS RECEIVING COUNSELLING SERVICE BY REGION OF PROVINCE SERVED.	91
Table XXXIII	TYPES OF COUNSELLING SERVICE OFFERED BY REGION OF PROVINCE SERVED.	92
Table XXXIV	COUNSELLING STAFF DUTIES BY REGION OF PROVINCE SERVED.	93
Table XXXV	ADDITIONAL COUNSELLOR DUTIES BY REGION OF PROVINCE SERVED.	95
Table XXXVI	NUMBER OF STUDENTS PER COUNSELLOR BY REGION OF PROVINCE SERVED.	96
Table XXXVII	REQUIRED COUNSELLOR TRAINING BY REGION OF PROVINCE SERVED.	97

ABSTRACT

Superintendents of school districts throughout the province, as well as elementary school parents, teachers, principals, and students from a small, rural school district in the British Columbia interior were surveyed using self report questionnaires. The assessment provides information regarding the types of counselling programs and the levels of service offered throughout the province, and focuses especially on small, rural school districts. Both qualitative and quantitative data is analyzed focusing upon perceptions of needs, assessment of current local service levels, possibilities for improving service levels, and provincial service level norms, in relation to elementary school counselling. A description of perceptions held by different groups regarding the need for elementary school counselling within a particular small, rural school district is provided.

The sample for the survey included 75 superintendents, 200 parents, 200 students, 80 teachers, and four principals.

Superintendents indicated a wide range of types and levels of services offered by school districts throughout the province of British Columbia. Parents, and teachers indicated they perceived a need for a counselling service provided by their small, rural school district. Students indicated neither a strong need nor lack of need for a counselling service.

PREFACE

Since 1976 I have been employed as a teacher in a small, rural school district. In the spring of 1983, I became aware that while my school district offers no professional counselling services to elementary students or parents, many other school districts provide a wide range of counselling services. Informal investigations revealed many persons believed there was a need for a counselling service in our school district.

I was, therefore, left with a seeming incongruity: people generally seemed to perceive a need for counselling services (and other school districts perceived the need for counselling services strongly enough to provide such a service), yet no professional counselling services were provided by School District No. 14.

I believed that such an incongruity was worthy of a more systematic assessment. As a result, I consulted Dr. Rey Carr, Associate Professor in Education at the University of Victoria, concerning the idea of assessing the need for elementary school counsellors in my school district and surveying the current state of elementary school counselling throughout the province of British Columbia, especially small, rural school districts such as my own. In addition to his position as Project Supervisor for my Masters of Education Degree, Dr. Carr has considerable expertise in the field of school counselling and has written a paper entitled <u>The State of School Counselling in British Columbia</u> (Carr, 1978). Dr. Carr believed that such

research would be worthwhile and offered his full support as Project Supervisor.

In April of 1983 I approached Mr. O. W. Taylor, Superintendent of Schools, School District No. 14 (Southern Okanagan), and requested his support in assessing the need for counselling services at the elementary school level in School District No. 14. Mr. Taylor replied stating that he felt such a project would be of benefit to the school district and that he was prepared to support it.

On instructions from Mr. Larry Henetka, E.R.I.B.C's Communications Coordinator, and with a letter of support from Mr. Taylor, I applied for and was awarded a Discretionary Grant from the E.R.I.B.C. in October, 1983.

In preparation for the application to the E.R.I.B.C. I contacted a number of persons, skilled in the field of elementary school counselling to serve on a Resource Team. Both Mr. Bruce Smith (M. Ed.) and Mr. Terry Sarell (M. Ed.), of School District No. 14 (Southern Okanagan), and Dr. Rey Carr of the University of Victoria agreed to serve as a Resource team for the project.

INTRODUCTION

Counselling at the secondary school level has been an accepted service for many years. However, until recently there seemed little need for a counselling service at the elementary level. In the last few years however, there has been a movement towards providing elementary school counselling services. Rothe (1980) has identified several major factors which have caused educators to re-evaluate the importance of counselling in the elementary grades. Some of these factors were:

1. A growing awareness by parents, government officials, and teachers of the critical importance of elementary education to the child's total growth.

2. The demand for teacher accountability by individuals and groups in the public sector has placed increased pressure on the teacher in the classroom.

3. Recognition of special learning problems and the creation of learning assistance programs in elementary schools has created stigmas attached to these areas.

4. The increased emphasis on learning disabled children, exceptional children, and gifted children has brought attention to problems related to their needs.

5. The trend towards integrating special children (i.e., autistic, emotionally disturbed, deaf, and blind) into the regular school stream has created new and varied challenges for teachers and children alike.

6. A greater increase in multi-ethnic, racial, and linguistic groups within the school system has brought both social and economic pressures upon a traditionally homogeneous British Columbia school system.

7. Increased awareness by native groups has created demands for services tailored to the

needs of native children.

8. Changes in the school law prohibiting corporal punishment have necessitated a search for alterntive means of behavior control and discipline in the schools.

9. Increased awareness of violence in the home; wife and child batterings has placed added burdens on children and teachers alike.

10. Increased mobility of families has meant that children must learn to be flexible in peer group interactions; the break and creation of friendships is an issues confronting many children today.

11. Changes in family organization and compositions through broken marriages and re-marriages have resulted in single parents and blended families. These new situations place stress and pressure on children to cope with and to understand new situations beyond their control.

12. Restricted wages created social and economic pressures on families and children to control their standard of living.

p. 3 - 4.

A second issue arising from the literature is the scope of services offered. Carr (1978) points out that while there is a fair amount of confusion regarding the counsellor's role within the elementary school system he was able to identify "at least seven areas which are regarded as necessary functions by counsellor educators such as individual counselling, group counselling, consultation with a child's significant adults, development of programs or services related to the child, coordinating the schools' guidance efforts, developing a testing program and inservice to staff." p. 7.

While there are a number of studies related to the need for elementary counselling services in the larger to medium sized, urban and suburban school districts there remains little empirical research into the need for elementary school counsellors in small, rural school districts.

Webber (1982) in his assessment of an existing elementary school counselling program in a medium sized, suburban school district recommended that the level of elementary counselling services be raised and that more counselling staff be hired in order to fill the need indicated. He indicated that it would be most desirable if some of the newly hired counselling staff could be based at schools where they come in contact with the students on a more regular basis and not be seen as outsiders. He further indicated that individual school populations had differing needs for counselling services. Some schools may need a great deal of counselling time and others little or none. He recommended that these differing needs be taken into consideration when assigning counselling staff.

Webber also recommended that classroom teachers be encouraged to attend counselling in-service programs to increase their counselling skills. Finally, Webber recommended that District Resource Groups be formed with the hope that these groups would be able to facilitate the provision of counselling services.

Rothe (1980) in his assessment of an existing elementary counselling program in a large, urban school district

recommended that the existing program be continued and that slight modifications to the goals and objectives of the counselling program be made in order to make the program more effective. Rothe agreed with Webber in suggesting that the counsellors be based at schools. Rothe (p. 124), however, went further by recommending that "the New Westminster school board and senior education administrators develop plans for eliminating the itinerant nature of the counsellors so that counsellors can spend more time in school(s) of need rather than (at) a number of schools which may have a questionable need for counselling."

There has been very little attention given to the need for elementary school counsellors in small, rural school districts. While Allen and Boland (1981), in their study of elementary school counselling in "non-urban" areas of British Columbia, assessed the level of services in school districts with student populations of less than 10,000, no systematic investigation of the levels of services has been completed which delineates the levels of service, in relation to: school district size, the type of community served, the geographic region of the province served, the provincial norms and then contrasts this data with an assessment of the need for counselling services in a small, rural school district.

The data gained from this study will assist educators in preparing appropriate programs for the funding, training and staffing of elementary school counsellors throughout the

province of British Columbia especially in small, rural British Columbia districts.

PURPOSE OF THE EVALUATION

This project was designed to provide Trustees and educational administrators of small, rural school districts with information regarding people's perceptions of the need for elementary counselling programs and with information regarding types and levels of elementary counselling services offered in other British Columbia school districts.

Specifically, this evaluation focused upon the following research queries:

1. How do the administrators, teachers, students and parents of a small, rural school district perceive the need for elementary counselling services?
2. Are the needs expressed by the administrators, teachers, students and parents of a small, rural school district currently being met?
3. If, the needs expressed by the administrators, teachers, students and parents of a small, rural school district currently are not being met, then what can be done to meet those needs?
4. What is the range and scope of elementary counselling services offered by other British Columbia school districts?
5. Is there a relationship between the size and/or the ruralness of a school district and the level of counselling services offered?

6. If, there is a relationship between the size and/or the ruralness of a school district and the level of counselling services offered, then what is that relationship?
7. If, there is a relationship between the size and/or the ruralness of a school district and the level of counselling services offered, then what are the possible causes of such a relationship?

METHODOLOGY

On November 1, 1983 I began the research and questionnaire preparation. During the month of December 1983, I prepared, individually addressed letters to every superintendent within the province and to every teacher and principal within the elementary school system of School District No. 14. In addition I prepared form letters to two hundred elementary students, and to two hundred parents of elementary students. These letters introduced the project, explained the goals and objectives of the project and requested that the recipient fill out the attached questionnaire.

In December, I also prepared four types of questionnaires. The first type was addressed to school districts and asked questions which related directly to the nature and scope of elementary counselling services that each school district currently offered. The second type was addressed to elementary school teachers and principals in School District No. 14 and

asked questions related directly to their perception of the need for elementary school counselling services in their own school district. The third type was addressed to parents of elementary school children and asked questions related directly to their perception of the need for elementary school counselling services in their child's own school. The fourth type was addressed to elementary school students and asked questions related directly to their perception of their own need for elementary school counselling services.

Early in January I mailed the questionnaires to the superintendents and, after receiving approval from Mr. O. W. Taylor, I proceeded to distribute the questionnaires to the Teachers, Principals, Parents and Students.

I used the school district mail system for the distribution of all the questionnaires except the School District Questionnaires. School District Questionnaires were sent via the Royal Mail. Superintendents receiving the questionnaires were requested to fill out the questionnaire (or have it filled out by an appropriate staff member) and return the completed questionnaire in a self-addressed envelope. Teachers and principals were requested to fill out the questionnaire and return the completed questionnaires to me, via the board mail service.

In deference to my concern for confidentiality, I requested and received assistance from the Elementary School Principals in the distribution of the Parent and Student questionnaires. Each

Table I

RETURN RATES FOR ALL QUESTIONNAIRE TYPES

	SENT	RETURNED	RATE OF RETURN
School District Questionnaires	75	61	81.3%
Teacher Questionnaires	80	53	66.3%
Parent Questionnaires	200	90	45.0%
Student Questionnaires	200	158	79.0%

elementary school principal received fifty parent questionnaires and fifty student questionnaires, via board mail. Each principal selected, at random, parents and students to receive the questionnaires. The parent questionnaires were delivered to the parents by their children. The parents were requested to fill out the questionnaire and return the completed questionnaire to me, via the Royal Mail, using the attached stamped, self-addressed envelope. The student questionnaires were distributed and collected by the individual classroom teachers and returned to me via the board mail.

The rate of return for all of the questionnaires was satisfactory. The return rates for all the questionnaire types is detailed on Table I.

All the questionnaires returned by Februry 1984 were tabulated. All responses applicable to computer analysis were transferred onto scanable coding sheets and sent to the University of Victoria for analysis. All anecdotal comments were transcribed into a word-processing format and organized for ease of analysis.

SURVEY QUESTIONNAIRES

This study pursues two distinct types of datum. From the superintendents it requests objective datum. In essence asking, "What services are currently being offered?" From the administrators, teachers, students and parents it requests subjective datum. In essence asking, "What services do you

think are needed?" As a result, the questionnaires were designed from totally different points of view and will be dealt with seperately in this section of the report.

INSTRUMENTATION

SCHOOL DISTRICT QUESTIONNAIRES

Using Webber's (1982) school district questionnaire as a starting point I developed a two part questionnaire. The first part of the questionnaire dealt with demographic information such as: elementary student population, type of community served, geographical area of province. The second part of the questionnaire requested information on the types and levels of services offered by the school district.

The milieu in which the school districts are situated change remarkably over the width and breadth of the province. I found it an exceedingly difficult task to allow for the great range of possible answers on a survey questionnaire form. In the final draft I allowed for 45 separate types of responses and in addition encouraged the respondents to further modify the questionnaire form to meet their own needs.

TEACHER, PARENT AND STUDENT QUESTIONNAIRES

Three recipient specific questionnaires were developed f this study using Rothe's (1980) survey instruments. The first questionnaire was developed for Teachers and Administrators.

assumed that since the teachers and administrators work in the school system they would be more familiar with both the concept of elementary counselling and the basic nature of survey questionnaires. As a result the questions asked of teachers and administrators were by their nature more complex and required a greater understanding of the educative system than did either the parent or student questionnaires. The questions in the Teacher Questionnaire generally focused upon the teacher's perception of the need for elementary school counselling services within the school district.

The Parent Questionnaires were developed with a similar format to tht used in developing the Teacher Questionnaires. However, the level of assumed knowledge, regarding elementary education, school counselling and questionnaires was less. The questions therefore, were less complicated and more general in nature. The questions in the Parent Questionnaire generally focused upon the parent's perception of the need for elementary school counselling services within their child's own school district.

The Student Questionnaires were designed to be completed in a short time by intermediate grade students (grades four to seven) and followed the general format laid out by Rothe (1980). The teachers who administered the questionnaires were given written instructions regarding the method of administration. The Student Questionnaires were, by far, the simplist questionnaires and only sampled the student's perception of

his/her own need for counselling services.

Validation of Instrumentation

Copies of the School District Questionnaire were submitted to some members of the Resource Team for criticism. Corrections, revisions, and modifications were suggested and incorporated into the final draft.

Data Analysis

The data gathered was separated into two classifications. The classifications which were used were Quantitative Data and Qualitative Data. Quantitative Data was defined as data which could be transcribed onto a scanable sheet and analyzed by computer. Qualitative Data was defined as data, such as anecdotal comments which are by their nature qualitative, open to interpretation and not analyzable by computer. In the main, most of the data from the School District Questionnaires and the Student Questionnaires was Quantitative. The data from the Parent and Teacher Questionnaires contained a more even mix of quantitative and qualitative data.

RESULTS

For ease of analysis and interpretation the results have been separated into two sections for each questionnaire type. The first section reported is the Qualitative Data, the second section is the Quantitative Data.

The results of the Parent Questionnaires are reported first, followed by the Teacher Questionnaires, the Student Questionnaires and finally by the School District Questionnaires.

PARENT QUESTIONNAIRES

Qualitative Data

Of all the persons contacted in connection with this study the parents of elementary school children had the most to say. With few exceptions, the comment spaces on every returned Parent Questionnaire were used. Often the comment length was greater than the space provided and comments were written on the questionnaire's back, between the lines and up the sides. In general the comments reflected much interest in the subject, careful consideration and thoughtful responses.

The first anecdotal comment question on the parent questionnaire was in Part D and asked, "How do you define counselling?" My aim in asking this question was to discover the respondent's own terms of reference regarding counselling in general and to uncover the respondent's expectations regarding what a counselling program ought to do. My hope was that the respondents would define counselling in a general sense as the next question gave respondents the opportunity to describe specific areas of elementary school counselling need.

In their definition of counselling a number of parents suggested that counselling should encompass both personal and academic problems. As one parent put it, "someone a child can go to for help and advice about school problems or personal problems at home."

Many parents described counselling in terms of teaching

students how to make wise choices, giving students guidance and direction. This guidance and direction included looking to the future and helping students make appropriate career choices. "Offering guidance to people in areas that affect their school programs and personal development." In addition counsellors were described as skilled listeners who would provide a "sounding board for students (and an) objective resource for decision making."

Counsellors were described as "professionals." As someone who had special skills that parents or teachers could turn to after exhausting other remedies. Parents saw counsellors as "available, approachable and understanding of the needs of elementary school children." The parents expected that the counselling skills applied would be well thought out and "based on (an) intelligent, scientific and sensitive assessment" of individuals.

Many parents saw one role of a counsellor as a mediator and a child advocate. It was suggested that a counsellor should be "an objective person -- other than a teacher who helps student(s) with problems relating to school, teacher and parent." "As a non-biased link, between child and his parents and teachers." "Counselling fills in the void between parent and teacher and child. It is an objective outside opinion -- which in many cases can see things more clearly than someone closely involved."

Most of the responding parents felt that counselling should

deal primarily with the students but should it become necessary the counsellor should be prepared to consult with teachers, parents and other interested persons. In this context it was further suggested by some parents that counsellors would include parents both by consulting with the parents before working with the student and by "recommending to parents (the counsellor's) findings and suggestions for correction."

The second anecdotal comment question on the parent questionnaire was also in Part D and asked parents to, "List any additional areas that you consider relevant in an elementary school counselling/helping program. My aim in asking this question was to give parents the opportunity to further specify areas of concern and/or need regarding elementary school counselling. I described the program as a counselling/helping program so that the parents would be free to consider alternative programs in addition to traditional counselling programs.

The responding parents saw the following areas as relevant to an elementary school counselling program:

1. Helping children who have discipline problems.
2. Providing assistance to parents and teacher in motivating students.
3. Helping children with family problems.
4. Helping children cope with stress.
5. Helping students learn social skills.
6. Helping students deal with personal problems.

7. Helping elementary school students prepare for secondary school life.
8. Building confidence and trust between generations.
9. Helping children who come from "broken homes."
10. Helping children with early planning for career options.
11. Helping children learn both self respect and respect for others.
12. Helping children understand and accept individual differences.
13. Helping children who have problems or potential problems with drug/alcohol abuse.
14. Helping children where alcohol abuse is a problem at home.
15. Helping children who are victims of physical, mental or sexual abuse.
16. Providing sex education and drug counselling to those students in need of such services.
17. Helping children develop better study skills.
18. Providing children with an additional source for support, praise and encouragement.
19. Helping children cope with peer pressure.

The last anecdotal comment space on the parent questionnaire was in Part E and requested parents to, "Please include any other comments here." My aim in providing this space was to give respondents the opportunity to address any

further issues which they had not found the opportunity to do so in the balance of the questionnaire.

Some respondents used this opportunity to further clarify points made in other areas of the questionnaire. Some respondents stated concerns regarding financial restraint, other counselling services they had had experience with in the past, and the basic mandate of the school system. Still other respondents used this opportunity to express a summation of their feelings regarding the school system in general and specifically elementary school counselling. A few respondents questioned the motivation in conducting the research on the need for elementary school counselling and some respondents expressed a need for more knowledge regarding counselling services currently being offered.

Many respondents worried that if counsellors were appointed then other services would suffer. These parents often stated that they were not prepared to support a counselling program if it caused the removal of other programs or caused the increase of pupil·teacher ratios.

Some parents stated that the classroom teachers should provide counselling services. "When (they) went to school (the) counsellor was a teacher who counselled during her free periods and after school hours." Other parents agreed with this position and recommended that if the teachers were unable to help the children, then the teachers could suggest counselling through the family doctor. This view was contradicted by

parents who stated that, "I think it is important to have a person in a school who has specific training in dealing with problems young people might have; (such a person could) deal more objectively with problems than either a parent or possibly a homeroom teacher."

Many parents suggested that the basic responsibility for children's attitude, interest and emotional stability is with the parents, first of all. As a result many of these parents would prefer to handle their child's problems themselves and would expect help from a counsellor only as a last resort.

A number of parents were supportive of an elementary school counselling program because they recognized that children are often different at school than at home and they realized that when a student has someone to turn to, who has time to listen and is understanding the child is sooner inclined to make the right choices.

Many parents saw the need for an elementary school counselling program because many of the problems that could develop in the teen years could have been solved more easily in the pre-teen years. "I think it is very important for a child to be helped in any way as young as possible. (If) they can be helped (in the pre-teen years) I think they will find their teen years a lot easier to cope with. It will be a lot easier on parents as well as teachers." "Children develop feelings at a very young age, so the sooner they can get help, the better they will understand things as they get older." "In our pressures of

today's morals our children are subject to decisions on many things at a much earlier age and I believe a lot of stress is put on them by their peers and adults. A lot of children cope with things at an age that I didn't even have to handle until a much later age. There are much more children involved in broken home, single parents, abuse, etc., and I am sure most parents try their best, but what happens to those few children that need help in certain situations. If counselling would help just one child in the district, don't you think it would be worth our while??"

Some of the parents while agreeing that an elementary school counselling program was worthwhile, worried that such a program might be designed on the secondary school model and they felt that this would be inappropriate. "I believe a counselling/helping program could be useful in our elementary schools however I don't think it needs to be a five day a week job. I feel two or three days a week would be enough. I also feel that a counsellor should not stay behind a desk in an office but rather get down to the childrens level. It would be great to see a counsellor come into elementary schools as they are there to listen to childrens problems where some children won't talk to their parents or friends and the counsellor can talk to the parents and try to resolve the childs problems. Also gives them guidance to things that parents just can't face to talk over with their own children, e.g. smoking, drugs, sex, etc."

One parent worried that if a counselling program were developed then the bonding responsibility between the teacher and the student will break down and as a result the counselling service will merely act as an agent to pass the responsibility upon. Also the role of a principal will be reduced in that the school counselling will be allocated to another person. As a result the principal's role will become more and more strictly administrative.

One point of view put forward was, that it was because of the current restraint program and the resulting cut backs in educational services that an elementary school counselling program was now needed more than ever. Parents holding this point of view states that the "molding of our future generation was more important than the BUDGET." "It seems a bit strange to say, yes, I considered Restraint, but yes, I believe a counselling service is needed. To me, counselling in elementary grades is essential. In the first years, a childs school attitudes and learning habits are formed. If there are problems in either behavior or learning, these should be caught in grades one and two. Every year it is let go, they compound. Not only are the slower learners frustrated, so are the very bright, advanced students. Once a counsellor/helper can assess the problems, a program can be worked out by the counsellor and teacher to fit back into the classroom."

Some parents contradicted the above viewpoint by asserting that not only were more counselling services not needed but less

services were needed. "If any other help, i.e. other than parent, teacher, principal, is needed for a child then there are plenty of community services available for this purpose, e.g. church, social workers, doctors, nurses, etc. We don't need more duplication of services, we need less!"

Some parents, while acknowledging that many children need help suggested that it was in reality a parental responsibility. They then suggested that there, almost becomes a need to educate the parent, not only the child. They further suggested that maybe a counselling service should be set up for PARENTS!!

One parent suggested that an elementary school counselling program should include "counselling for regular teachers as a good majority has lost their perspective on teaching."

Table II

PARENTS' PERCEPTIONS OF WHAT AN ELEMENTARY COUNSELLING/HELPING PROGRAM OUGHT TO BE DOING

	AGREE	UNCERTAIN	DISAGREE
An elementary school counselling/helping program ought to help students develop:			
1. a positive self-image.	54.2%	39.4%	6.4%
2. positive attitudes towards school.	89.5%	5.8%	4.7%
3. positve attitudes towards teachers.	86.0%	9.3%	4.7%
4. an interest in hobbies and leisure time activities.	51.2%	32.6%	16.3%
5. an understanding of emotions and feelings.	79.0%	16.3%	4.7%
6. interpersonal skills.	64.0%	29.1%	7.0%
7. an insight into their strengths.	84.9%	9.3%	5.8%
8. an insight into their weakness.	79.1%	12.8%	8.1%
9. a sense of responsibility.	79.5%	9.6%	10.8%
10. positive attitudes towards academic subjects.	77.1%	15.7%	7.2%

Table II (Continued).

	AGREE	UNCERTAIN	DISAGREE
11. an appreciation for different occupations.	72.6%	21.4%	6.0%
12. decision making skills.	79.5%	16.9%	3.6%
13. coping strategies.	69.9%	24.1%	6.0%
14. independence.	68.7%	19.3%	12.0%

Table III

PARENTS' PERCEPTIONS OF WHAT AN ELEMENTARY SCHOOL COUNSELLOR/ HELPER OUGHT TO BE DOING

	AGREE	UNCERTAIN	DISAGREE
An elementary school counsellor/helper ought to:			
1. consult with parents.	97.6%	1.2%	1.2%
2. become involved with parent study groups.	69.0%	26.2%	4.8%
3. be a liaison between parents, schools and other social agencies.	78.3%	15.7%	6.0%
4. suggest other agencies when requested to do so by parents.	81.9%	13.3%	4.8%

PARENT QUESTIONNAIRES

Quantitative Data:

In Part A of the Parent Questionnaire the parents were asked, "How much do you think school counsellors/helpers could contribute to the working of the schools?" Of parents who responded, 54.3% indicated that they felt school counsellors/helpers would contribute a great deal, 39.5% indicated that they felt school counsellors/helpers would contribute somewhat, and 6.2% indicated that they felt school counsellors/helpers would make no contribution.

In Part B of the Parent Questionnaire the parents were asked to consider a number of statements describing elementary school counselling services that are provided in some other elementary schools in British Columbia. The parents were asked to indicate their perception of what an elementary school counselling/helping program ought to be doing. Table II reproduces the statements along with the percentages of parents who responded to the statements.

In Part C of the Parent Questionnaire parents were asked to indicate their perception of what an elementary school counsellor/helper ought to be doing. Table III reproduces the statements along with the percentages of parents who responded to the statements.

In Part E of the Parent Questionnaire the parents were asked, "Do you feel that a counselling/helping program is needed in our elementary schools? Of parents who responded, 70.2%

indicated that they felt school a counselling/helping program is needed, 17.9% indicated that they were uncertain as to whether a school counselling/helping program is needed, and 11.9% indicated that they felt that an elementary school counselling/helping program is not needed.

The second question in Part E of the Parent Questionnaire asked parents, "In considering your response to the above question, was the current "restraint program" a major factor?"

Of the parents who responded, 29.6% indicated that they felt restraint was a factor, 8.6% indicated that they were uncertain if restraint was a factor, and 61.75% indicated that they felt restraint was not a factor.

PARENTS QUESTIONNAIRE - RESULTS SUMMARY

The parents made many comments which supported the introduction of an elementary school counselling service. These comments were supported by the quantitative data which indicated that 70.2% of the responding parents saw a need for a counselling service. A few of the parent's comments opposed the introduction of an elementary school counselling program to a greater or lesser degree. This opinion is clearly in the minority (11.9% seeing no need for counselling services).

Analysing the comments in terms of their support or lack of support for an elementary school counselling service reveals the large majority of parental comments either support or offer no opinion towards the introduction of an elementary school counselling service. It would seem that on the whole the parents of this school district perceive the need for an elementary school counelling service. These parents do not see restraint as a factor in reaching their decision. They envisage an elementary school counselling/helping program that would help their children to grow and develop both in the academic and social areas of life. Such a program would be a responsible, well thought out professional program. It would not duplicate services that are offered elsewhere both within and without the school system but, would serve to enhance services to children and their parents.

RESULTS

TEACHER QUESTIONNAIRES

Qualitative Data:

Many of the teachers who participated in this study spent a great deal of time and energy providing additional comments. In general these comments were made to further clarify the responses made on the questionnaires. As with the parent comments, the teacher comments reflected much interest in the subject, careful consideration and thoughtful responses.

The anecdotal comment space on the teacher questionnaire was in Part F and requested teachers to, "Please add any additional comments that you feel are relevant to an elementary school counselling/helping program." My aim in providing this space was to give respondents the opportunity to address any further issues which they had not found the opportunity to do so in the balance of the questionnaire.

Some respondents used this opportunity to further clarify points made in other areas of the questionnaire. Some respondents stated concerns regarding financial restraint, other counselling services they had had experience with in the past, and the basic mandate of the school system. Still other respondents used this opportunity to express a summation of their feelings regarding the school system in general and specifically elementary school counselling. A few respondents expressed frustration with the structure of the survey questionnaire.

Many respondents worried that if counsellors were appointed then other services would suffer. These teachers often stated that they were not prepared to support a counselling program if it caused the removal of other programs or caused the increase of pupil teacher ratios. "Reduce P.T.R. instead of P.S.R. (Pupil-Staff Ratio) and the need for any counselling is reduced." In addition many of the respondents indicated that if the pupil teacher ratio were lowered then they would have the time to do much of the counselling on their own. In addition many of these teachers supported the idea of counselling inservice for teachers. "Short talks on various aspects of counselling would be good refreshers for teachers -- practically oriented." This point of view was contradicted by teachers who stated that, "I believe that effective counselling is a learned skill which is developed through training, practice and experience. Regular classroom teachers usually haven't had the training and don't have the time to develop these skills yet they are responsible for a large continuous chunk of a child's life, full of personal and interpersonal conflicts which affect a class's functioning and inhibit learning. An elementary counsellor, functioning as staff support and able to provide immediate intervention and follow through would be an invaluable asset to our school."

Some teachers stated during the current restraint program they felt it would be inappropriate to introduce a new elementary school counselling service. These respondents felt

"that a counselling program would be benificial when economic times get better, NOT now.!"

Some teachers saw a great need for counselling services and expressed frustration with the current level of services offered. "At present there is no treatment services for mildly to severely emotionally disturbed children in this area, although it is badly needed. Another area where I have found a need for more comprehensive service than is presently in existence is counselling/training parents of children with behaviour problems. "Some respondents saw the current support "given to the counselling program in our district (as) grossly inadequate to the point of making this service ineffectual. Many children with various problems are not being attended to simply because the manpower is not there to do it and not enough money is provided to hire the help needed. I think a counsellor per school would be something to aim for." These teachers made a further point in stating that should a counselling program be developed, it should be staffed with "trained persons who are fairly intimate with a school."

An elementary school administrator summed up his views this way: "I am very supportive of the concepts of elementary counsellors . . . It is a 'motherhood' issue that a counsellor ought to promote the conditions mentioned in B; however, parents and teachers ought to have done it since they have both first and maximum exposure to the child . . . The role of the skilled counsellor is to deal (with problems) . . . when a serious

deficiency is apparent . . . The problem cannot be solved in isolation. The counsellor must provide coping skills for the child, the teacher, and the parents. His own interpersonal skills must be considerable, and his success rate must be healthy . . . I believe the need for elementary counsellors is becoming increasingly more important (because of the) weird society (we live in) . . . His/her role must be different from an administrator's or a learning assistant's . . . He/she cannot be all things to all people -- must play a strong supporting role -- must generate his/her own confidence from students, teachers, parents -- can't be an authority figure, but mustn't be a "nice soother" -- real skills and results are needed or good teachers who are in themselves good counsellors won't buy it. YES, we need SKILLED, PRODUCTIVE Counsellors.

Quantitative Data:

The elementary teachers of School District No. 14 were asked to use the survey questionnaire form to indicate their perception of the need for a counselling/helping program.

In Part A, the teachers were asked, "How much do you think school counsellors/helpers could contribute to the working of the school?" Of teachers who responded, 49.0% indicated that they felt school counsellors/helpers would contribute a great deal, 30.6% indicated that they felt that school counsellors/helpers would contribute somewhat, and 7.7% indicated that they felt school counsellors/helpers would make

Table IV

TEACHERS' PERCEPTIONS OF WHAT AN ELEMENTARY COUNSELLING/HELPING PROGRAM OUGHT TO BE DOING

	AGREE	UNCERTAIN	DISAGREE
An elementary school counselling/ helping program ought to help students develop:			
1. a positive self-image.	89.8%	6.1%	4.1%
2. positive attitudes towards school.	83.7%	6.1%	10.2%
3. positive attitudes towards teachers.	75.5%	14.3%	10.2%
4. an interest in hobbies and leisure time activities.	38.8%	38.8%	22.4%
5. an understanding of emotions and feelings.	89.8%	8.2%	2.0%
6. interpersonal skills.	85.7%	10.2%	4.1%
7. an insight into their strengths.	91.6%	2.1%	6.3%
8. an insight into their weakness.	89.6%	4.1%	6.3%
9. a sense of responsibility.			
10. positive attitudes towards academic subjects.	77.6%	14.3%	8.1%

Table IV (Continued).

	AGREE	UNCERTAIN	DISAGREE
11. an appreciation for different occupations.	44.9%	42.9%	12.2%
12. decision making skills.	83.7%	10.2%	6.1%
13. coping strategies.	91.8%	4.1%	4.1%
14. independence.	79.6%	14.3%	6.1%

Table V

TEACHERS' PERCEPTIONS OF THE NEED AND SCOPE OF ELEMENTARY COUNSELLING SERVICES OFFERED.

	NEED		SCOPE	
1. Intervening in crisis.				
	strong	42.9%	very comprehensive	25.5%
	some	48.1%	comprehensive	40.4%
	none	9.0%	adequate	21.3%
	---		limited	10.6%
	---		nonfunctional	2.1%
2. Consulting with parents.				
	strong	38.8%	very comprehensive	16.7%
	some	59.2%	comprehensive	41.7%
	none	2.0%	adequate	25.0%
	---		limited	14.6%
	---		nonfunctional	2.1%
3. Consulting with teachers.				
	strong	54.2%	very comprehensive	15.2%
	some	37.5%	comprehensive	47.8%
	none	8.3%	adequate	28.3%
	---		limited	6.5%
	---		nonfunctional	2.2%

(Table Continued)

Table V (Continued).

4. Being on the lookout for child abuse.				
	strong	40.4%	very comprehensive	46.7%
	some	48.9%	comprehensive	24.4%
	none	10.6%	adequate	11.1%
	---		limited	13.3%
	---		nonfunctional	4.4%
5. Consulting with administrators.				
	strong	34.0%	very comprehensive	19.6%
	some	51.1%	comprehensive	34.8%
	none	14.9%	adequate	23.9%
	---		limited	15.2%
	---		nonfunctional	6.5%
6. Keeping records of students involved in counselling.				
	strong	64.9%	very comprehensive	32.7%
	some	29.2%	comprehensive	40.8%
	none	6.3%	adequate	16.3%
	---		limited	6.1%
	---		nonfunctional	4.1%
7. Developing social skills.				
	strong	41.7%	very comprehensive	21.3%
	some	56.3%	comprehensive	42.6%
	none	2.1%	adequate	27.7%
	---		limited	4.3%
	---		nonfunctional	4.3%

(Table Continued)

Table V (Continued).

8. Providing In-Service for teachers				
	strong	27.1%	very comprehensive	15.9%
	some	68.8%	comprehensive	18.2%
	none	4.2%	adequate	43.2%
	---		limited	22.7%
	---		nonfunctional	0.0%
9. Helping resolve class conflicts.				
	strong	18.8%	very comprehensive	2.2%
	some	58.3%	comprehensive	26.7%
	none	22.9%	adequate	31.1%
	---		limited	28.9%
	---		nonfunctional	11.1%
10. Leading classroom discussions.				
	strong	70.2%	very comprehensive	4.4%
	some	29.8%	comprehensive	13.3%
	none	0.0%	adequate	26.7%
	---		limited	35.6%
	---		nonfunctional	20.0%

Table VI

TEACHERS' PERCEPTIONS REGARDING FACTORS WHICH MAY AFFECT COUNSELLING SERVICES

	Absolutely Essential	Essential	Not Essential
1. Physical facilities.	16.7%	70.8%	12.5%
2. Secretarial/Clerical assistance.	6.4%	51.1%	42.5%
3. Support from other staff.	81.6%	18.4%	0.0%
4. Support from administration.	83.7%	16.3%	0.0%
5. Support from parents.	49.0%	49.0%	2.0%
6. Support from community.	27.1%	58.3%	14.6%
7. Professional competency of counselling/helping staff.	85.4%	14.6%	0.0%
8. Clarity of staff roles.	52.1%	43.8%	4.2%
9. Clarity of program goals.	70.8%	29.2%	0.0%
10. Students' response to counselling efforts.	41.3%	52.2%	6.5%

no contribution.

In Part B of the teachers questionnaire teachers were asked to consider a number of statements describing elementary school counselling services that are provided in some other elementary schools in British Columbia. The teachers were asked to indicate their perception of what a counselling/helping program ought to be doing. The responses to the statements along with the percentages of the parents who responded to the questions are displayed on Table IV.

In Part C of the teachers questionnaire some activities which may be undertaken by a school counsellor/helper were listed. Teachers were to indicate their perceptions of:

1. The NEEDS of their students for various counselling/helping services.
2. The EXTENT or SCOPE of the services that should be offered to meet those needs.

The reponses, along with the list of activities are displayed on Table V.

In Part D of the teachers questionnaire a variety of factors which may be crucial for an effective counselling/helping program were identified. Teachers were requested to indicate the relative importance of the various factors listed in terms of their own judgement. The responses to this question are reproduced on Table VI.

In Part E of the teachers questionnaire the teachers were asked. "Do you feel that a counselling/helping program is

needed in our elementary schools?" 62.0% of teachers who responded indicated that they believed a school counselling/helping program is needed, 20.0% indicated that they were uncertain as to whether a school counselling/helping program is needed, and 18.0% indicated that they believed a school counselling/helping program is not needed.

The second question in Part E of the teachers questionnaire asked teachers, "In considering your response to the above question, was the current "Restraint Program" a major factor in yur decision?" Of teachers who responded 22.0% indicated that they believed that restraint was a factor, 4.0% indicated that they were uncertain as to whether restraint was a factor, and 74.0% indicated that they believed that restraint was not a factor.

TEACHER QUESTIONNAIRE - RESULTS SUMMARY

Teachers made fewer comments than parents. This may be due, in part, to the greater length of the questionnaire and the higher level of specificity required in the questions on a whole. Of the comments received, there seemed to be three major points. One, that if counselling services are provided then care should be taken to ensure that class sizes are not increased or other services reduced as a result. Two, that should a counselling service be provided, then such a service should be a school based service. Three, that should a counselling service be provided it should be a adjunct to existing services.

As indicated by the responses to Part A of the teachers questionnaire the majority of teachers responding thought that a counselling/helping service would either contribute somewhat or a great deal and of those teachers the majority thought a counselling/helping program would contribute a great deal.

From the responses to the statements in Part B of the teachers questionnaire it seems possible to draw some general conclusions as to what the teachers feel an elementary school counselling/helping program ought to help students develop. The majority of responding teachers feel that such a program ought to help students to develop both personal self help strategies and skills associated with success in the elementary school setting. The teachers saw as less important the need for career planning and help with the skills associated with hobbies and

leisure time activities.

From the responses in Part C of the teachers questionnaire that the majority of teachers see:

1. some need for intervening in crisis at a comprehensive level.
2. some need for consulting with parents at a comprehensive level.
3. strong need for consulting with teachers at a comprehensive level.
4. some need for being on the lookout for child abuse at a very comprehensive level.
5. some need for consulting with administrators at a comprehensive level.
6. strong need for keeping records of students involved in counselling at a comprehensive level.
7. some need for developing social skills at a comprehensive level.
8. some need for providing in-service for teachers at an adequate level.
9. some need for helping resolve class conflicts at an adequate level.
10. strong need for leading classroom discussions at a limited level.

From the responses given in Part D of the teachers questionnaire it would appear that the majority of teachers who responded felt that, support from other staff, support from

administration, professional competency of counselling/helping staff, and clarity of program goals were absolutely essential for an effective counselling/helping program. Further it would appear that the majority of teachers who responded felt that, physical facilities, secretarial/clerical assistance, support from community, and students' response to counselling efforts essential for an effective counselling/helping program. Finally it would appear that the majority of teachers who responded that that none of the items listed were not esential for an effective counselling/helping program.

In considering the responses to Part E of the teachers questionnaire it appears that the majority of teachers who responded favored the introduction of a counselling/helping program. In addition the majority of the responding teachers did not consider the current "restraint" program to be a deciding factor in their decision to support the introduction of a counselling/helping program.

Table VII

STUDENT INDICATIONS OF HOW OFTEN AN ELEMENTARY COUNSELLOR WOULD HELP

I feel that a school counsellor would help me:

	Many times	Sometimes	Rarely	Never
1. get along with other classmates.	14.1%	37.2%	30.8%	17.9%
2. like my school.	13.5%	24.6%	20.6%	41.3%
3. like my teachers.	17.8%	21.7%	21.1%	39.4%
4. like my school subjects.	7.8%	38.3%	29.2%	24.7%
5. be a responsible person.	18.8%	28.6%	35.7%	16.9%
6. find out what my strong points are.	18.6%	28.7%	35.7%	16.9%
7. find out what my weak points are.	18.6%	36.7%	24.7%	20.0%
8. develop hobbies and interests.	26.8%	25.5%	24.2%	23.5%
9. understand my feelings.	18.7%	35.5%	21.9%	23.9%
10. understand the feelings of others.	17.8%	40.1%	26.2%	15.9%
11. feel good about the person that I am.	21.3%	29.1%	18.5%	31.1%

(Table Continued)

Table VII (Continued).

	Many times	Some-times	Rarely	Never
12. get along with people from other countries.	17.5%	25.3%	22.1%	35.1%
13. get along with other members of my family.	13.3%	20.7%	30.0%	36.0%
14. understand why I need to go to school.	20.3%	13.1%	23.5%	43.1%
15. be honest.	14.3%	27.9%	30.5%	27.3%
16. to look after myself.	19.1%	15.1%	19.7%	46.1%
17. make my own decisions.	17.9%	29.1%	22.5%	30.5%
18. prepare for growing up.	18.4%	21.7%	32.9%	27.0%
19. solve my problems.	10.3%	39.3%	29.0%	21.4%
20. get help with my school work.	17.4%	30.2%	30.2%	22.2%
21. study for tests and projects.	30.5%	25.8%	23.2%	20.5%

RESULTS

STUDENT QUESTIONNAIRES

There was no space provided on the student questionnaires for anecdotal comments and so all of the information coming from this source is in the form of quantitative data.

As the students, grades four to seven, had not had any previous experience with school counsellors the teachers were asked to answer any questions the students had regarding counselling as best they could and then have the selected students fill in the questionnaire in a fashion which best represented the student's assessment of their own need for counselling/helping services.

The responses are displayed on Table VII.

STUDENT QUESTIONNAIRE - RESULTS SUMMARY

Judging from the areas of greatest response, the students surveyed saw two instances when a school counsellor would help them "Many Times". These times were: developing hobbies and interests and studying for tests and projects.

The students saw seven instances where a school counsellor would help them "Sometimes". These instances were getting along with other classmates, liking school subjects, finding out students' weak points, understanding feelings, understanding feelings of others, solving students own problems, and getting student help with school work.

These students saw five instances where a school counsellor

would "Rarely" help them. These instances were: being a responsible person, finding out students' strong points, being honest, preparing for growing up, and getting help with school work.

These students saw eight instances where a school counsellor would "Never" help them. These instances were: liking students' school, liking students' teachers, feeling good about the persons they are, getting along with people from other countries, getting along with other members of students' families, understanding why the students need to go to school, helping the students learn to look after selves, and helping students learn to make own decisions.

In general the students saw a strong need for help with the academic skills associated with school life. The students saw less need for the counselling areas that help with the social, personal, and developmental side of life.

RESULTS - SCHOOL DISTRICT QUESTIONNAIRES

Qualitative Data:

Only a few of the superintendents provided additional comments other than those directly related to clarification of specific responses made on the questionnaires. These questionnaire specific responses are dealt with in the quantitative data section of this report.

The anecdotal comment space on the School District questionnaire was Part B number nine. My aim in providing this space was to give respondents the opportunity to address any further issues which they had not found the opportunity to do so in the balance of the questionnaire. Many respondents expressed their belief in the need for elementary school counselling, extended well wishes, support, and others requested a copy of the final report.

Quantitative Data:

The respondents were asked to supply information on the types and nature of elementary counselling services offered by their own particular school district. Part A of the questionnaire dealt with demographic information such as total elementary school enrolment, type of community served, and geographical area of the province served. Part B of the questionnaire dealt with the types and levels of counselling services offered to elementary schools.

In order to better understand the information provided by the questionnaires I have presented the information in three

fashions. Firstly, I have presented the data, in percentages of responses, as representative of all the questionnaires received. This data gives an over-all view of what elementary school counselling services are offered throughout the province. Secondly, I have presented the data, in percentages of responses, as representative of the size of elementary student population. This data demonstrates the relationship between the size of a school district and the type and level of elementary counselling services offered. Thirdly, I have presented the data, in percentages of responses, as representative of the type of community served. This data demonstrates the relationship between the type of community served and the type and level of elementary counselling services offered. Fourthly, I have presented the data, in percentages of responses, as representative of the region of the province served.

This data demonstrates the relationship between the region of the province served and the type and level of elementary counselling services offered.

Table VIII

TYPE OF COMMUNITY SERVED

RURAL	SEMI-RURAL	SUBURBAN	URBAN
40.0%	41.7%	25.0%	20.0%*

*Some School Districts indicated that they served more than one type of community.

Table IX

REGION OF PROVINCE SERVED

SOUTHERN INTERIOR	NORTHERN INTERIOR	SOUTH COAST	NORTH COAST	SOUTH-EASTERN INTERIOR
30.0%	13.4%	43.3%	8.3%	5.0%

Table X

LEVELS OF ELEMENTARY COUNSELLING SERVICE OFFERED

ALWAYS	OFTEN	OCCASIONALLY	RARELY	NEVER
36.7%	8.3%	18.3%	11.7%	25.0%

PART ONE:

(Over-all view of what elementary school counselling services are offered throughout the province.)

The school districts were asked to indicate the total elementary student enrolment for their school district. The responses given ranged from a minimum of 348 to a maximum of 29068 students. The mean was 3620.556 and the standard deviation was 4666.644.

The school districts were asked to indicate the type of community they served. While a number of school districts indicated that they served only one type of community, others indicated that they served more than one type. Table VIII details the types of communities served and Table IX details the regions of the province served.

Table X details the responses to question number one, "Are regular counselling services offered to elementary students?". In addition to the results indicated on Table XI many anecdotal comments were made. These comments indicated that in some school districts counselling services are provided by regular classroom staff and administrators in addition to their regular duties. While this was not seen as a satisfactory method of providing services many superintendents indicated that it was the best they could do given the current economic times. Some of the superintendents indicated that the district coordinator of special education provided counselling services when and if possible. Again this was considered less than satisfactory.

Table XI

GRADE LEVELS RECEIVING ELEMENTARY COUNSELLING SERVICE

K-7	1-7	4-7	K-3	OTHER
57.6%	0.0	1.7%	0.0	40.7%*

*Includes receiving no elementary counselling service.

Table XII

TYPES OF ELEMENTARY COUNSELLING SERVICE OFFERED*

PERSONAL COUNSELLING	GROUP GUIDANCE & INSTRUCTION	FAMILY COUNSELLING	STAFF IN-SERVICE &/OR CONSULTATION	OTHER
61.0%	52.5%	53.4%	59.3%	48.7% **

* Some school districts indicated more than one type of service offered.

** Includes no elementary counselling service offered (no counsellors).

One superintendent indicated that they were able to provide an effective counselling service in only two schools within the district. This was being done as a "Pilot Project" case and there was no attempt to provide counselling services to any other school within this district.

Table XI details the responses to question number two, "For what grade levels do you provide regular counselling services?". In addition to the results indicated on Table XII many anecdotal comments were made. These comments indicated that some district programs "Include extensive involvement of staff and parents." Other superintendents indicated that services to "Lower grades consist primarily of consultation and behavior modification techniques. Very little individual counselling." Still other superintendents indicated that their elementary counselling program included working with junior secondary school students and this work especially focused on the transition difficulties which students have when moving between elementary and secondary schools.

Table XII details the responses to question number three, "There are many types of counselling services that can be offered at the elementary school level. Please indicate the types of counselling services which are offered by your school district." In addition to the results indicated on Table XII many anecdotal comments were made. Other services indicated that counsellors "are involved in the special services screening process used in (one) district." Some superintendents indicated

Table XIII

DUTIES OF ELEMENTARY COUNSELLING STAFF.*

DISTRICT STAFF COUNSELLING ONLY	DISTRICT STAFF OTHER DUTIES	SCHOOL STAFF COUNSELLING ONLY	SCHOOL STAFF OTHER DUTIES	OTHER
23.3%	26.7%	10.3%	16.7%	48.0% **

* Some districts indicated more than one type of additional duties.

**No counselling services offered.

Table XIV

ADDITIONAL DUTIES OF ELEMENTARY COUNSELLING STAFF.*

PSYCHO-METRIC TESTING	COORDINATION DISTRICT PROGRAMS	ADMINIS-TRATIVE DUTIES	TEACHING DUTIES	OTHER
31.7%	18.3%	16.7%	16.7%	41.6% **

*Some districts indicated more than one type of counsellor duties when services are provided in a number of fashions within a district.

**Includes no counselling service offered.

that their counsellors provided parent training programs.

Table XIII details the responses to question number four "Counselling services are provided in many different ways. Sometimes the counsellors are district staff, sometimes they are school based staff. Sometimes they are only responsible for counselling duties, sometimes they have many other responsibilities. How are counselling services provided in your school district?" In addition to the results indicated on Table XIII many anecdotal comments were made. Other services indicated that in some school districts the "Ministry of Human Resources" provided a "Child Care Worker." Other superintendents indicated that, "Many principals, vice-principals and Learning Assistance Teachers have the personal characteristics as well as training in counselling and/or educational psychology to provide counselling support to students." One superintendent indicated that "elementary counsellors (were) assigned to two elementary schools each as a pilot project."

Table XIV details the responses to question number five, "If your counsellors have other duties in addition to counselling please indicate the general nature of those duties." In addition to the results indicated on Table XIV many anecdotal comments were made. Other duties indicated included: ".6 teaching special class."; "Coordinate Hospital Homebound Program."; "Support of district staff in such matters as suspensions, severe disciplinary cases, etc."; "Workshops, night courses."

Table XV

NUMBERS OF ELEMENTARY STUDENTS PER COUNSELLING STAFF

1-299	300-599	600-999	1000-1499	OTHER
15.0%	6.7%	11.7%	21.7%	44.9%*

*No counselling services offered.

Table XVI

TRAINING REQUIREMENTS FOR ELEMENTARY COUNSELLING STAFF.

NO SPECIAL TRAINING NEEDED	SOME SPECIAL TRAINING NEEDED	COUNSELLING MINOR OR MAJOR WITH BACHELOR	MASTERS IN COUNSELLING	OTHER
3.5%	15.5%	15.8%	28.1%	37.1%*

*No counselling services offered.

Table XV details the responses to question number six, "On the average, how many elementary school students are served by each counsellor in your district?" In addition to the results indicated on Table XV many anecdotal comments were made. Other counsellor to student ratios indicated were: "1 (counsellor) for 2053 (students)"; "(one counsellor for) 1500 plus (students)"; "Varies by class or school."; "3.5 counsellors for 5000 (students)."; "(one counsellor for) 1900 (students)"; "Towards the upper end. 1 (counsellor) to 960 (students on) average."; "One counsellor and one social worker provide services to all 2800 elementary students."; (three counsellors for (8,000) students' "(one) Full time person (serves) about 970 (students) .7 (counsellor served) 670 (students) and .2 (counsellor serves 175 (students)".

Table XVI details the responses to question number seven, "The training requirements for elementary school counsellors varies a great deal over the province. What are your school district's requirements regarding elementary school counsellors?" In addition to the results indicated on Table XVI many anecdotal comments were made. Other training requirements indicated were: "Bachelors and some counselling courses, 5 years experience -- some counselling experience but Masters in counselling preferred"; "Preferably graduate diploma or degree in counselling psychology."; "Successful teaching experience." "Masters in related field -- (Sp. Ed.) (Psych.)"; "Sensitive, caring teachers."; "No policy re requirements but we request

that counsellors be as well-trained as possible. i.e. Masters Degree or on such a program."; "Commitment to further upgrading."; "While not mandatory -- special training is highly desired."

One large school district indicated that it had, in the past, carried out its own counsellor training program. However, it had recently been forced to discontinue the program in response to restraint and was now in the process of considering other training requirements.

Question number nine requested the superintendents to make any further comments deemed necessary. While the comments indicate a high level of interest in counselling, many of the superintendents worried that any further introduction of counselling services may reduce the funding available for other services. Many superintendents perceived "more need for counsellors at the elementary level than ever before". Many of these superintendents indicated frustration at the possibilities for further expansion of services because, "no sympathy or funding (is) available."

Restraint was a theme mentioned many times by the superintendents. A number of superintendents indicated that they had been in the process of preparing for the expansion of elementary counselling services in their district but, had been forced to stop the plans in spite of the need they saw.

One superintendent indicated that his board perceived a strong need for elementary school counselling and his Board of

School trustees had very recently adopted the following policy, "Counselling Services shall be avilable to all students registered in (our school district)."

Two superintendents indicated that counselling service at the elementary level were inappropriate and that they would not support the introduction of such services. The balance of the comments received were in support of elementary counselling as long as it did not jeopardize other established programs.

Table XVII

LEVELS OF COUNSELLING SERVICES OFFERED BY SCHOOL DISTRICT SIZE.

	ALWAYS	OFTEN	OCCA-SIONALLY	RARELY	NEVER
LARGE DISTRICTS	77.8%	11.1%	0.0%	0.0%	11.1%
MEDIUM DISTRICTS	43.5%	8.7%	8.7%	8.7%	30.4%
SMALL DISTRICTS	5.6%	9.1%	22.7%	22.7%	39.9%

Table XVIII

GRADES RECEIVING COUNSELLING SERVICES BY SCHOOL DISTRICT SIZE

	K - 7	1 - 7	4 - 7	K - 3	* OTHER
LARGE DISTRICTS	88.9%	0.0%	0.0%	0.0%	11.1%
MEDIUM DISTRICTS	63.6%	0.0%	4.5%	0.0%	31.9%
SMALL DISTRICTS	31.8%	0.0%	0.0%	0.0%	68.2%

*Includes no counselling services provided.

Table XIX

TYPES OF COUNSELLING SERVICES OFFERED

BY SCHOOL DISTRICT SIZE*

	PERSONAL COUNSEL-LING	GROUP GUIDANCE & INSTRUC-TION.	FAMILY COUNSEL-LING	STAFF IN-SERVICE & OR CONSUL-TATION	** OTHER
LARGE DISTRICTS	100.0%	88.9%	77.8%	88.9%	55.5%
MEDIUM DISTRICTS	59.1%	50.0%	57.1%	63.6%	48.6%
SMALL DISTRICTS	40.9%	31.8%	31.8%	36.4%	62.6%

PART TWO:

(Data as it relates to the size of school districts).

The school districts were asked to indicate the total elementary student enrolment for their school district. In order to make the data regarding student enrolment manageable I defined small sized school districts as those who have few than 1,499 elementary students enroled, I defined medium sized school districts as those who have between 1,500 and 4,999 elementary students enroled, and I defined large sized school districts as those who have 5,000 or more elementary students enroled.

Of the school districts who responded, 40.7% were small sized school districts, 42.6% were medium sized school districts, and 16.7% were large sized school districts.

Table XVII details the responses to question number one. "Are regular counselling services offered to elementary students?", with respect to school district size.

Table XVIII details the responses to question number two, "For what grade levels do you provide regular counselling services?", with respect to school district size.

Table XIX details the responses to question number three, "There are many types of counselling services that can be offered at the elementary school level. Please indicate the types of counselling services which are offered by your school district.", with respect to school district size.

Table XX details the responses to question number four, "Counselling services are provided in many different ways.

Table XX

COUNSELLING STAFF DUTIES

BY SIZE OF SCHOOL DISTRICT**

	DISTRICT STAFF COUNSEL-LING ONLY	DISTRICT STAFF OTHER DUTIES	SCHOOL STAFF COUNSEL-LING ONLY	SCHOOL STAFF OTHER DUTIES	** OTHER
LARGE DISTRICTS	44.4%	44.4%	22.2%	11.1%	11.1%
MEDIUM DISTRICTS	30.4%	17.4%	9.5%	21.7%	52.1%
SMALL DISTRICTS	0.0%	27.3%	4.5%	13.6%	67.2%

* Includes no elementary counselling services offered.

** Some districts indicated more than one type of counsellor duties when services are provided in a number of fashions within a district.

Table XXI

ADDITIONAL COUNSELLING STAFF DUTIES

BY SCHOOL DISTRICT SIZE*

	PSYCHO-METRIC TESTING	COORDINA-TION DISTRICT PROGRAMS	ADMINIS-TRATIVE DUTIES	TEACHING DUTIES	** OTHER
LARGE DISTRICTS	44.4%	33.3%	22.2%	11.1%	11.1%
MEDIUM DISTRICTS	34.8%	8.7%	17.4%	21.7%	43.0%
SMALL DISTRICTS	27.3%	22.7%	13.6%	13.6%	62.6%

* Some districts indicated more than one type of additional duties.

** Includes no elementary counselling services offered.

Table XXII

NUMBER OF STUDENTS SERVED PER COUNSELLOR

BY SCHOOL DISTRICT SIZE

	1-299	300-599	600-999	1000-1499	OTHER
LARGE DISTRICTS	0.0%	0.0%	22.2%	55.6%	22.2%
MEDIUM DISTRICTS	13.0%	13.0%	4.3%	21.7%	48.0%
SMALL DISTRICTS	22.7%	0.0%	13.6%	9.1%	54.4%

* Includes no counselling services offered.

Table XXIII

COUNSELLOR TRAINING REQUIREMENTS

BY SCHOOL DISTRICT SIZE

	NO SPECIAL TRAINING NEEDED	SOME SPECIAL TRAINING NEEDED	COUNSEL-LING MINOR OR MAJOR WITH BACHELOR	MASTERS IN COUNSEL-LING	* OTHER
LARGE DISTRICTS	0.0%	11.1%	22.2%	55.6%	11.1%
MEDIUM DISTRICTS	9.5%	19.0%	15.7%	25.4%	30.4%
SMALL DISTRICTS	0.0%	13.6%	9.1%	9.1%	68.2%

* Includes no elementary counselling services offered.

Sometimes the counsellors are district staff, sometimes they are school based staff. Sometimes they are only responsible for counselling duties, sometimes they have many other responsibilities. How are counselling services provided in your school district?", with respect to school district size.

Table XXI details the responses to question number six, "If your counsellors have other duties in addition to counsellng please indicate the general nature of those duties.", with respect to school district size.

Table XXII details the responses to question number six. "On the average, how many elementary school students are served by each counsellor in your district?", with respect to school district size.

Table XXIII details the responses to question number seven, "The training requirements for elementary school counsellors varies a great deal over the province. What are your school district's requirements regarding elementary school counsellors?", with respect to school district size.

Table XXIV

LEVELS OF COUNSELLING SERVICE

BY TYPE OF COMMUNITY SERVED

	ALWAYS	OFTEN	OCCASION-ALLY	RARELY	NEVER
RURAL DISTRICTS	20.8%	4.2%	8.3%	16.7%	50.0%
SEMI-RURAL DISTRICTS	40.0%	4.0%	32.0%	12.0%	12.0%
SUB-URBAN DISTRICTS	40.0%	20.0%	13.3%	6.7%	20.0%
URBAN DISTRICTS	50.0%	8.3%	8.3%	8.3%	25.1%

Table XXV

GRADE LEVELS RECEIVING COUNSELLING SERVICE BY TYPE OF COMMUNITY SERVED

	K - 7	1 - 7	4 - 7	K - 3	OTHER*
RURAL DISTRICTS	33.0%	0.0%	0.0%	0.0%	58.7%
SEMI-RURAL DISTRICTS	58.3%	0.0%	0.0%	0.0%	41.7%
SUB-URBAN DISTRICTS	80.0%	0.0%	0.0%	0.0%	20.0%
URBAN DISTRICTS	75.9%	0.0%	0.0%	0.0%	25.1%

Table XXVI

TYPES OF COUNSELLING SERVICE OFFERED

BY TYPE OF COMMUNITY SERVED*

	PERSONAL COUNSEL-LING	GROUP GUIDANCE & INSTRUC-TION	FAMILY COUNSEL-LING	STAFF IN-SERVICE &/ OR CONSUL-TATION	** OTHER
RURAL DISTRICTS	41.7%	41.7%	39.1%	37.5%	66.7%
SEMI-RURAL DISTRICTS	66.7%	54.2%	60.9%	70.8%	41.2%
SUB-URBAN DISTRICTS	80.0%	66.7%	73.3%	80.0%	60.0%
URBAN DISTRICTS	75.0%	66.7%	63.3%	75.0%	41.8%

* Some districts indicated more than one type of service offered.

** No counselling services offered.

Table XXVII

COUNSELLING STAFF DUTIES

BY TYPE OF COMMUNITY SERVED*

	DISTRICT STAFF COUNSEL-LING ONLY	DISTRICT STAFF OTHER DUTIES	SCHOOL STAFF COUNSEL-LING ONLY	SCHOOL STAFF OTHER DUTIES	** OTHER
RURAL DISTRICTS	8.3%	12.0%	13.0%	16.7%	50.0%
SEMI-RURAL DISTRICTS	12.0%	44.0%	13.0%	24.0%	28.0%
SUB-URBAN DISTRICTS	33.3%	20.0%	20.0%	26.7%	20.0%
URBAN DISTRICTS	33.2%	16.7%	27.3%	16.7%	25.1%

* Some districts indicated more than one type of counsellor duties when services are provided in a number of fashions within a district.

** Includes no counselling services offered.

PART THREE:

(Data as it relates to the type of community served).

The school districts were asked to indicate the type of community they served. While a number of school districts felt that they served only one type of community, others felt that they served more than one type. Of the school districts that responded, 40.0% felt that they served a rural community, 41.7% felt that they served a semi-rural community, 25.0% felt that they served a suburban community, and 20.0% felt that they served an urban community.

Table XXIV details the responses to question number one, "Are regular counselling services offered to elementary students?", with respect to type of community served.

Table XXV details the responses to question number two, "For what grade levels do you provide regular counselling services?", with respect to type of community served.

Table XXVI details the responses to question number three, "There are many types of counselling services that can be offered at the elementary school level. Please indicate the types of counselling services which are offered by your school district.", with respect to type of community served.

Table XXVII details the responses to question number four, "Counselling services are provided in many different ways. Sometimes the counsellors are district staff, sometimes they are school based staff. Sometimes they are only responsible for counselling duties, sometimes they have many other

Table XXVIII

ADDITIONAL COUNSELLING STAFF DUTIES

BY TYPE OF COMMUNITY SERVED**

	PSYCHO-METRIC TESTING	COORDINATION DISTRICT PROGRAMS	ADMINISTRATIVE DUTIES	TEACHING DUTIES	* OTHER
RURAL DISTRICTS	16.7%	12.5%	25.0%	16.7%	79.1%
SEMI-RURAL DISTRICTS	44.0%	28.0%	20.0%	24.0%	12.0%
SUB-URBAN DISTRICTS	33.3%	13.3%	13.3%	20.0%	20.1%
URBAN DISTRICTS	8.3%	8.3%	33.3%	25.0%	25.1%

* Includes no counselling services offered.

** Some districts indicated more than one type of additional duties.

Table XXIX

NUMBER OF STUDENTS SERVED PER COUNSELLOR

BY TYPE OF COMMUNITY SERVED

	1-299	300-599	600-999	1000-1499	OTHER*
RURAL DISTRICTS	16.7%	4.2%	4.2%	8.3%	66.6%
SEMI-RURAL DISTRICTS	12.0%	12.0%	8.0%	32.0%	36.0%
SUB-URBAN DISTRICTS	20.0%	0.0%	26.7%	26.7%	26.6%
URBAN DISTRICTS	16.7%	8.3%	26.7%	16.7%	31.6%

* Includes no counselling services offered.

Table XXVIII

ADDITIONAL COUNSELLING STAFF DUTIES

BY TYPE OF COMMUNITY SERVED**

	PSYCHO-METRIC TESTING	COORDINA-TION DISTRICT PROGRAMS	ADMINIS-TRATIVE DUTIES	TEACHING DUTIES	* OTHER
RURAL DISTRICTS	16.7%	12.5%	25.0%	16.7%	79.1%
SEMI-RURAL DISTRICTS	44.0%	28.0%	20.0%	24.0%	12.0%
SUB-URBAN DISTRICTS	33.3%	13.3%	13.3%	20.0%	20.1%
URBAN DISTRICTS	8.3%	8.3%	33.3%	25.0%	25.1%

* Includes no counselling services offered.

** Some districts indicated more than one type of additional duties.

Table XXIX

NUMBER OF STUDENTS SERVED PER COUNSELLOR

BY TYPE OF COMMUNITY SERVED

	1-299	300-599	600-999	1000-1499	OTHER*
RURAL DISTRICTS	16.7%	4.2%	4.2%	8.3%	66.6%
SEMI-RURAL DISTRICTS	12.0%	12.0%	8.0%	32.0%	36.0%
SUB-URBAN DISTRICTS	20.0%	0.0%	26.7%	26.7%	26.6%
URBAN DISTRICTS	16.7%	8.3%	26.7%	16.7%	31.6%

* Includes no counselling services offered.

responsibilities. How are counselling services provided in your school district?", with respect to type of community served.

Table XXVIII details the responses to question number five, "If your counsellors have other duties in addition to counselling please indicate the general nature of those duties.", with respect to the type of community served.

Table XXIX details the responses to question number six. "On the average, how many elementary school students are served by each counsellor in your district?", with respect to the type of community served.

Table XXX details the responses to questin number seven, "The training requirements for elementary school counsellors varies a great deal over the province. What are your school district's requirements regarding elementary school counsellors?", with respect to the type of community served.

Table XXX

REQUIRED TRAINING FOR COUNSELLING STAFF

BY TYPE OF COMMUNITY SERVED

	NO SPECIAL TRAINING NEEDED	SOME SPECIAL TRAINING NEEDED	COUNSEL-LING MINOR OR MAJOR WITH BACHELOR	MASTERS IN COUNSEL-LING	* OTHER
RURAL DISTRICTS	0.0%	21.7%	18.2%	9.1%	51.0%
SEMI-RURAL DISTRICTS	8.7%	8.3%	13.0%	21.7%	48.0%
SUB-URBAN DISTRICTS	0.0%	20.0%	20.0%	40.0%	20.0%
URBAN DISTRICTS	0.0%	29.4%	9.1%	36.4%	25.1%

* Includes no elementary counselling services offered.

Table XXXI

LEVELS OF COUNSELLING SERVICE OFFERED

BY REGION OF PROVINCE SERVED

	ALWAYS	OFTEN	OCCASION-ALLY	RARELY	NEVER
SOUTHERN INTERIOR	16.7%	16.7%	27.8%	22.2%	16.6%
NORTHERN INTERIOR	25.0%	0.0%	12.5%	25.0%	37.5%
SOUTH COAST	53.8%	7.7%	15.4%	3.8%	19.3%
NORTH COAST	40.0%	0.0%	0.0%	0.0%	60.0%
SOUTH EASTERN	33.3%	0.0%	33.3%	0.0%	33.4%

KKKKKKKKKKK

Table XXXII

GRADE LEVELS RECEIVING COUNSELLING SERVICE

BY REGION OF PROVINCE SERVED

	K - 7	1 - 7	4 - 7	K - 3	OTHER*
SOUTHERN INTERIOR	50.0%	0.0%	0.0%	0.0%	50.0%
NORTHERN INTERIOR	37.5%	0.0%	12.5%	0.0%	50.0%
SOUTH COAST	76.0%	0.0%	0.0%	0.0%	24.0%
NORTH COAST	40.0%	0.0%	0.0%	0.0%	60.0%
SOUTH EASTERN	33.3%	0.0%	0.0%	0.0%	67.0%

* Includes no counselling services provided.

Table XXXIII

TYPES OF COUNSELLING SERVICE OFFERED

BY REGION OF PROVINCE SERVED**

	PERSONAL COUNSEL-LING	GROUP GUIDANCE & INSTRUC-TION	FAMILY COUNSEL-LING	STAFF IN-SERVICE &/ OR CONSUL-TATION	* OTHER
SOUTHERN INTERIOR	61.1%	55.6%	55.6%	66.7%	33.3%
NORTHERN INTERIOR	50.0%	50.0%	42.9%	37.5%	50.0%
SOUTH COAST	68.0%	56.0%	56.0%	64.0%	10.3%
NORTH COAST	40.0%	20.0%	40.0%	40.0%	60.0%
SOUTH EASTERN	66.7%	66.7%	66.7%	66.7%	66.7%

* Includes no counselling services offered.

** Some districts indicated more than one type of service offered.

Table XXXIV

COUNSELLING STAFF DUTIES

BY REGION OF PROVINCE SERVED**

	DISTRICT STAFF COUNSEL-LING ONLY	DISTRICT STAFF OTHER DUTIES	SCHOOL STAFF COUNSEL-LING ONLY	SCHOOL STAFF OTHER DUTIES	* OTHER
SOUTHERN INTERIOR	5.6%	33.3%	5.6%	27.8%	55.5%
NORTHERN INTERIOR	12.5%	12.5%	28.6%	12.5%	33.9%
SOUTH COAST	42.3%	26.9%	8.0%	15.4%	7.4%
NORTH COAST	20.0%	0.0%	20.0%	0.0%	60.0%
SOUTH EASTERN	0.0%	66.7%	0.0%	0.0%	33.3%

* Includes no elementary counselling services offered.

** Some districts indicated more than one type of counsellor duties when services are provided in a number of fashions within a district.

PART FOUR:

(Data as it relates to the region of the province served).

The school districts were asked to indicate the region of the province which they served. The geographical regions identified on the survey questionnaire were, Southern Interior, Northern Interior, South Coast, and North Coast. In addition to the regions identified, a few superintendents described their geographical area as South Eastern Interior and were included as such.

Of the school districts that responded, 30.0% indicated that they served the Southern Interior, 13.3 indicated that they served the Northern Interior, 43.3% indicated that they served the South Coast, 8.3% felt that they served the North Coast, and 5.0% indicated that they served the Southern Interior.

Table XXXI details the responses to question number one, "Are regular counselling services offered to elementary students?", with respect to the region of the province served.

Table XXXII details the responses to question number two, "For what grade levels do you provide regular counselling services?", with respect to the region of the province served.

Table XXXIII details the responses to question number three, "There are many types of counselling services tht can be offered at the elementary school level. Please indicate the types of counselling services which are offered by your school district.", with respect to the region of the province served.

Table XXXIV details the responses to question number four,

Table XXXV

ADDITIONAL COUNSELLOR DUTIES

BY REGION OF PROVINCE SERVED**

	PSYCHO-METRIC TESTING	COORDINA-TION DISTRICT PROGRAMS	ADMINIS-TRATIVE DUTIES	TEACHING DUTIES	* OTHER
SOUTHERN INTERIOR	27.8%	27.8%	33.3%	27.8%	22.2%
NORTHERN INTERIOR	25.0%	0.0%	0.0%	0.0%	75.0%
SOUTH COAST	38.5%	15.4%	3.8%	19.2%	23.1%
NORTH COAST	20.0%	0.0%	20.0%	0.0%	60.0%
SOUTH EASTERN	33.3%	66.7%	66.7%	0.0%	33.3%

* Includes no counselling services offered.

** Some districts indicated more than one type of counsellor duties when services are provided in a number of fashions within a district.

Table XXXVI

NUMBER OF STUDENTS PER COUNSELLOR

BY REGION OF PROVINCE SERVED

	1-299	300-599	600-999	1000-1499	OTHER*
SOUTHERN INTERIOR	22.2%	0.0%	0.0%	22.2%	75.6%
NORTHERN INTERIOR	12.5%	12.5%	12.5%	0.0%	62.5%
SOUTH COAST	15.4%	7.7%	11.5%	34.6%	46.2%
NORTH COAST	0.0%	20.0%	20.0%	0.0%	60.0%
SOUTH EASTERN	0.0%	0.0%	66.6%	0.0%	33.4%

* Includes no elementary counselling offered.

Table XXXVII

REQUIRED COUNSELLOR TRAINING

BY REGION OF PROVINCE SERVED

	NO SPECIAL TRAINING NEEDED	SOME SPECIAL TRAINING NEEDED	COUNSEL-LING MINOR OR MAJOR WITH BACHELOR	MASTERS IN COUNSEL-LING	* OTHER
SOUTHERN INTERIOR	0.0%	22.2%	11.1%	11.1%	55.6%
NORTHERN INTERIOR	0.0%	12.5%	28.6%	14.3%	44.6%
SOUTH COAST	8.0%	12.0%	15.0%	45.0%	20.0%
NORTH COAST	0.0%	20.0%	20.0%	0.0%	60.0%
SOUTH EASTERN	0.0%	0.0%	0.0%	33.3%	66.7%

* Includes no elementary counselling services offered.

"Counselling services are provided in many different ways. Sometimes the counsellors are district staff, sometimes they are school based staff, sometimes they are only responsible for counselling duties, sometimes they have many other responsibilities. How are counselling services provided in your school district?", with respect to the region of the province served.

Table XXXV details the responses to question number five, "If your counsellors have other duties in addition to counselling please indicate the general nature of those duties.", with respect to the region of the province served.

Table XXXVI details the responses to question number six. "On the average, how many elementary school students are served by each counsellor in your district?", with respect to the region of the province served.

Table XXXVII details the responses to question number seven, "The training requirements for elementary school counsellors varies a great deal over the province. What are your school district's requirements regarding elementary school counsellors?", with respect to the region of the province served.

SCHOOL DISTRICT QUESTIONNAIRE RESULTS SUMMARY

In reference to most of the questions in the survey that request information on the levels of elementary school counselling service offered, small, rural school districts offer far less service than any other school district types especially the large, urban school districts. There seemed to be less disparity in levels of service with reference to the region of the province served however, the more southerly regions of the province on the average, offer a higher level of elementary school counselling service than do their northern counterparts.

From the data presented the following conclusions can be drawn.

That:

1. small, rural school districts offer a lower standard of elementary school counselling service than do their larger and more urban school districts.
2. of the small, rural school districts who offer counselling services, the majority of the service is provided by a professional who has duties in addition to elementary school counselling.
3. of the small, rural school districts who offer counselling services, the standard for the training of the counsellors is adequate but far lower than the large, urban school districts standards.
4. of the small, rural school districts who offer

counselling services, the ratio of students to counsellors was far higher than the ratios available in the large, urban school districts.

DISCUSSION AND CONCLUSION

As discussed on page 11, this work was based upon seven assessment questions. I will therefore, begin this conclusion in reference to those questions.

In reference to question number one, **"How do the administrators, teachers, students and parents of a small, rural school district perceive the need for elementary counselling services?"**, these conclusions can be drawn.

That the majority of the administrators, teachers and parents perceive that there is a need for elementary school counselling services. That there is no clear majority of opinion among the students regarding the need for elementary school counselling services. That the majority of those who perceive a need for counselling services desire a counselling program that augments existing services, that does not reduce other services currently offered, that is school based, that is profiessionally developed, and that offers services to students, parents and teachers.

In reference to question number two, **"Are the needs expressed by the administrators, teachers, students and parents of a small, rural school district currently being met?"**, these conclusions can be drawn.

The need for an elementary school counselling service, as perceived by administrators, teachers and parents, is not being met at this time.

In reference to question number three, **"If, the needs**

expressed by the administrators, teachers, students and parents of a small, rural school district currently are not being met, then what can be done to meet those needs?", this commendation can be made.

That the Board of School Trustees request that the district personnel to investigate the possibility of introducing a service that would meet the needs and conditions as outlined herein.

In reference to question number four,"What is the range and scope of elementary counselling services offered by other British Columbia school districts?", these conclusions can be drawn.

While some school districts offer no elementary school counselling the majority of the school districts offer some sort of elementary school counselling service. While some of the school districts offer a minimal level of counselling service many offer an expansive level of counselling services. Of those school districts that offer an expansive level of services, many of these services are included:

i. personal counselling
ii. family counselling
iii. group guidance
iv. group instruction
v. staff inservice
vi. staff consultation
vii. parenting courses
viii. crisis counselling
ix. liaison with other agencies
x. psychometric testing
xi. coordination of district programs

In reference to question number five,"Is there a

relationship between the size and/or the ruralness of a school district and the level of counselling services offered?", the following conclusion can be made.

There is a clearly demonstratable relationship between the size of a school district, the "ruralness" of a school district and the level of counselling services provided.

In reference to question number six,"**If, there is a relationship between the size and/or the ruralness of a school district and the level of counselling services offered, then what is tht relationship?", the following conclusion can be made.**

As the size of a school district decreases and as, the location of the school district is further removed from the large urban centers, the level of counselling services to elementary grades decreased.

In reference to question number seven,"**If, there is a relationship between the size and/or the ruralness of a school district and the level of counselling services offered, then what are the possible causes of such a relationship?" the following conclusions can be suggested.**

That since the smaller school districts have less funds available for district staff in general, then it is more difficult for small school districts to hire a counselling specialist. That since, a counselling specialist working in a small district would have only a small student population then, it is less cost efficient to hire a counselling specialist.

That, in rural communities there is less access to university facilities and it is therefore more difficult to promote qualified counselling staff from within the school system.

From the responses to the survey questionnaires, it is evident that elementary school counselling is perceived as a needed program, in our small, rural school district, by elementary school administrators, teachers, and by parents of elementary school students. In addition, 63.3% of all the school districts in the province perceive the need for elementary school counselling strongly enough to offer an elementary counselling service at either the always, often or occasionally level.

While the responses of the elementary students demonstrated no clear need or lack of need for an over-all elementary school counselling program. The students saw a strong need for help with the academic skills associated with school life. The students saw less need for the counselling areas that help with the social, personal, and developmental side of life. This is not a surprising outcome when one considers that the only experience these students have had with the professionals of the school system have primarily dealt with the academics of school life. It is also important to remember that these students have rarely been asked to assess their own personal needs nor have they been trained in the skills needed for such self examination. It would therefore seem reasonable to conclude from these results that the students lacked the basic

understanding of the roles counsellors play in helping people, and that the students were not familiar with the skills needed to examine their own need for counselling services.

The teachers, administrators and parents surveyed not only see the benefits of an elementary school counselling program but, want to see such a program instituted. These respondents, however caution that such a program must be an efficient, well thought out program that meets the needs of students, parents, teachers, administrators and the community at large. The scope of the counselling program needs seems larger and more extensive than one would expect of a counselling program. This view of the scope of a rural counselling program, however, is supported by Allen (1981) in which he states, "One consistent idea appeared . . . It seems that counsellors in smaller communities have a much wider job role than urban school counsellors." (page 7).

Family counselling is one example of the wider job role of rural elementary counsellors. This need for family counselling was identified by teachers, administrators, parents and superintendents a large number of times in the survey questionnaires.

The counselling program needs to be a school based program. Parents and teachers have had experiences with programs administered by over worked district counsellors who drive from school to school never having the time to really get to know the students, their families or their teachers, and they want a

counselling program that is more responsive to their own needs.

One approach to providing a school based elementary counselling service to small, small rural school districts is to encourage staff, who are already working within the elementary schools, to seek the training needed to offer a counselling service. In addition the school districts must be prepared to then provide the necessary time for those trained counsellors.

The amount of release time would vary from school to school and district to district. As Webber (1982) observed, some schools may need a great deal of counselling service while other schools may need no counselling service at all. In addition the type of services offered may influence the amount of release time needed. Some counselling programs, such as Peer Counselling, may significantly reduce the counselling work load while still providing a high quality service.

The author recognizes that, without additional financial assistance, the introduction of any elementary school counselling program, no matter how efficient or needed, will reduce the funds available to other programs. It is however, apparent that while small, rural school districts are at a distinct disadvantage in terms of providing elementary counselling services they have an obligation to their students to provide educational services of a quality similar to those provided in the larger, more urban school districts.

This report demonstrates that while small, rural school districts have need for elementary counselling services most are

unable to provide the service. One reason for this incongruity may be that the small districts do not have the necessary funding, generated by large pupil enrolments, to pay for such programs. Another reason may be that since rural school districts are generally further away from centers of higher learning it is more difficult for teaching staff to up-grade their skills. In any case, if the students of small, rural school districts are to receive the same quality of education that the students in larger more urban centers are ceiving, then additional funding must be provided for the programming needed and appropriate up-grading opportunities, in rural areas, must be provided.

A counselling program that is effective, must be more than a remedial program that tries to help after major problems have occurred. An effective counselling program must include preventative, educational and remedial aspects. As Allen (1979) points out "teachers saw preventive counselling as stopping the "band-aid" approach so often a part of the counsellor's job and expected that good preventative counselling in the primary grades would alleviate much of the remedial counselling in the later grades."

In summary, there is a strong need for elementary school counselling services in small, rural school districts. These small, rural districts seem to experience more difficulty in providing elementary school counselling services than larger, more urban districts. The counselling services needed are perceived as a wide ranging program servicing students, teachers, administrators and parents. Preventative as well as remedial counselling is seen as part of a counselling service.

The conclusions of this report are further supported by the conclusions of other authors in the field, such as Carr, Allen, Webber, and are indicative of the growing need to provide adequate elementary school counselling services to all children in British Columbia. It is my earnest hope that this work will prove to be a further inducement to the provision of such service.

REFERENCES

Allen, J. (1976). The Need for Trained Counsellors in the B. C. School System: A Survey of Superintendents and Directors of Instructions. Unpublished manuscript, Department of Counselling, University of British Columbia.

Allen, J.; Boland, J. Elementary School Counselling in Non-Urban Areas of British Columbia. The B. C. Counsellor, Vancouver, Volume 3, No. 2 Pages 30-37. (1981).

Allen, J.; Doi, K.; Reid, C.; Need Assessment: A Survey of Principals, Primary and Intermediate Teachers Perception of the Counsellor's Role in B. C.'s Elementary Schools. Canadian Counsellor, Ottawa, Volume 14, No. 1, pages 27-31. (1979).

Allen, J.; Ross, P. A Survey of Elementary School Counsellors in B. C. The B. C. Counsellor, Vancouver, Volume 1, No. 1, pages 15 - 22. (1979).

Carr, Rey. (1978). The State of School Counselling in British Columbia. Educational Research Institute of British Columbia, Vancouver, B. C.

Carr, Rey and Hansell-Brown, Susan. (19). Critical Issues in the Evaluation of School Counselling. Unpublished paper, Department of Psychological Foundations in Education, University of Victoria.

Charles, Gordy; and Williams, Alice. (1981). A Proposal Respecting Counselling in Elementary Schools for Presentation to the Bord of School Trustees of School District No. 23. Unpublished paper by Central Okanagan Teachers' Association,

Kelowna, B. C.

Morris, L. L.; and Fitz-Gibbon, C.T. (1978). How to Present an Evaluation Report. Sage Publications, Beverly Hills, Cal.

Morris, L. L.; and Fitz-Gibbon, C.T. (1978). How to Design a Program Evaluation. Sage Publications, Beverly Hills, Cal.

Rothe, J. P. (1980). An Assessment of the New Westminster Elementary School Counselling Program. Educational Research Institute of British Columbia, Vancouver, B. C.

Ross, P. (1978). Elementary School Counselling in B. C.: Results of a Survey. Unpublished major paper, Department of Counselling, University of British Columbia.

Webber, B. (1982). A Study Concerning Elementary Counselling in School District No. 23 (Central Okanagan). Unpublished paper commissioned by the Superintendent of Schools, School District No. 23.

APPENDIX

SAMPLE LETTER TO SUPERINTENDENTS

R. C. (Bob) Emerson,
Tuc-el-Nuit Elem.
School,
Box 1440,
Oliver, B. C. V0H 1T0

1984 01 01

Mr. John Doe,
Superintendent of Schools,
School District No. 00 (Any Town),
P.O. Box 100,
Any Town, British Columbia,
V0H 2T3

Dear Mr. Doe:

With the support of my superintendent and with financial support provided through a grant from the Educational Research Institute of British Columbia, I am currently conducting research into the need for school counsellors in the elementary schools of British Columbia. In order to gain a greater understanding of the current range of services offered in B. C. school districts I have constructed a questionnaire which I have enclosed.

Please complete, or have completed the enclosed questionnaire and return it to me, at the above address by February 1, 1984. I have enclosed an addressed envelope for return mail.

Thank you for your time and trouble.

Yours truly,

Bob Emerson.

SAMPLE SCHOOL DISTRICT QUESTIONNAIRE

QUESTIONNAIRE #SD-____

School District #00(_____) Date:_____

INSTRUCTIONS: Please mark an "X" in the box ([]) next to the most appropriate answer for each question. In some cases more than one answer may be appropriate. In such a case, mark the boxes next to the most appropriate answers.

Part A

(a) Please indicate total elementary student enrolment for your school district._____

(b) Type of community served: [] rural; [] semi-rural; [] suburban; [] urban.

(c) Geographical Area: [] Southern Interior; [] Northern Interior; [] South Coast; [] North Coast.

Part B

1. Are regular counselling services offered to elementary students? (1) [] Always; (2) [] Often; (3) [] Occasionnally; (4) [] Rarely; (5) [] Never.

---

2. For what grade levels do you provide regular counselling services? (a) [] grades K to 7; (b) [] grades 1 to 7; (c) [] grades 4 to seven; (d) [] grades K to 3; (e) [] Other (please indicate)_____

---

3. There are many types of counselling services that can be offered at the elementary school level. Please indicate the types of counselling services which are offered by your school district.

   (a) [] Personal Counselling; (b) [] group guidance and instruction; (c) [] Family Counselling; (d) [] Staff inservice and/or consultation; (e) [] Other (please specify_____

---

4. Counselling services are provided in many different ways. Sometimes the counsellors are district staff, sometimes they are school based staff. Sometimes they are only responsible for counselling duties, sometimes they have many other responsibilities. How are counselling services provided in your school district?

(a) [] By District Staff who have as their primary duty counselling related to elementary school students.

(b) [] By District Staff who have as one of their duties counselling related to elementary school students but who have other duties in addition to those duties related to elementary counselling.

(c) [] By School Based Staff who have as their primary duty counselling related to elementary school students.

(d) [] By School Based Staff who have as one of their duties counselling related to elementary school students but who have other duties in addition to those related to elementary school counselling.

(e) [] Other (Please specify)_____

_____

_____

5. If your counsellors have other duties in addition to counselling please indicate the general nature of those duties.

(a) [] psychometric testing; (b) [] coordination of district programs; (c) [] administrative duties; (d) [] teaching duties; (e) [] Other (please indicate)____

_____

_____

6. On the average, how many elementary school students are served by each counsellor in your district?

(a) [] 001-299; (b) [] 300-599; (c) [] 600-999; (d) [] 1000-1499; (e) [] Other (Please indicate)_____

_____

_____

7. The training requirements for elementary school counsellors varies a great deal over the province. What are your school district's requirements regarding elementary school counsellors?

(a) [] no special training needed; (b) [] some special training in counselling; (c) [] Minor or Major in counselling with bachelors degree; (d) [] Masters Degree in counselling; (e) [] Other (Please indicate)_____

_____

8. If you have a school district policy or school district guidelines regarding elementary school counselling, please send a copy.

_____

9. Comments:_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Thank You

SAMPLE LETTER TO PARENTS

Bob Emerson,
Tuc-el-Nuit Elem.
School,
Box 1440,
Oliver, B. C. V0H 1T0

1984 01 01

Dear Parent:

With the support of the Superintendent of School District #14 (Southern Okanagan), Mr. O. W. Taylor, and with financial assistance for the project provided through a grant from the Educational Research Institute of British Columbia, I am currently conducting research into the need for school counsellors and or Helping Services in the elementary schools of British Columbia.

To gain a greater understanding of the need for counselling services in the elementary schools of School District #14 I have constructed a questionnaire which I have enclosed.

In order to keep costs down I am sampling only a percentage of the elementary school children's parents. You have been selected, at random, to participate in this assessment project.

When you find a moment, please complete this questionnaire and return it to me at Tuc-el-Nuit School on, or before, February 1, 1984. I have enclosed a stamped, addressed envelope for return mail.

The confidentiality and anonymity of your responses is guaranteed. The questionnaires are numbered for control purposes only. The value of this survey is directly related to the size of the response. I realize that this is a very busy time for you, so I reluctantly ask for your help.

Thank you for your time and trouble.

Yours sincerely,

Bob Emerson.

SAMPLE PARENT QUESTIONNAIRE

QUESTIONNAIRE #PT-_____

I am interested in the need for counsellors and/or helping services in the elementary schools of School District #14 (Southern Okanagan). Please answer the questions to indicate your perception of the need for a counselling/helping program.

Part A:

How much do you think school counsellors/helpers could contribute to the working of the school? (Please circle best answer). (1) a great deal; (2) somewhat; (3) none.

Part B:

Below is a list of services that are provided in some other elementary schools in British Columbia. Please circle the number in the column under the heading (agree, uncertain, disagree) which best indicates your perception of what a counselling/helping program ought to be doing.

	AGREE	UNCERTAIN	DISAGREE
An elementary school counselling/helping program ought to help students develop:			
1. a positive self-image.	1	2	3
2. a positive attitudes towards school.	1	2	3
3. positive attitudes towards teachers.	1	2	3
4. an interest in hobbies and leisure time activities.	1	2	3
5. an understanding of emotions and feelings.	1	2	3
6. interpersonal skills.	1	2	3
7. an insight into their strengths.	1	2	3

	AGREE	UNCERTAIN	DISAGREE
8. an insight into their weaknesses.	1	2	3
9. a sense of responsibility.	1	2	3
10. positive attitudes towards academic subjects.	1	2	3
11. an appreciation for different occupations.	1	2	3
12. decision making skills.	1	2	3
13. coping strategies.	1	2	3
14. independence.			

Part C:

	AGREE	UNCERTAIN	DISAGREE
An elementary school counsellor/helper ought to:			
15. consult with parents.	1	2	3
16. become involved with parent study groups.	1	2	3
17. be a liaison between parents, schools and other social agencies.	1	2	3
18. suggest other agencies when requested to do so by parents.	1	2	3

Part D:

How do you define counselling_____

_____

_____

_____

_____

QUESTIONNAIRE #PT-_____

List any additional areas that you consider relevant in an elementary school counselling/helping program.__
_____
_____

Part E:

Do you feel that a counselling/helping program is needed in our elementary schools? (1) YES; (2) UNCERTAIN; (3) NO. (Please circle best answer).

In considering your response to the above question, was the current "restraint program" a major factor? (1) YES; (2) UNCERTAIN; (3) NO.

Please include any other comments here:_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Thank you.

SAMPLE LETTER TO TEACHERS

Bob Emerson,
Tuc-el-Nuit Elem.
School.

84-01-01

Ms. Jane Doe,
Any Town Elementary School.

Dear Jane:

With the support of the School Board and with financial support provided through a grant from the Educational Research Institute of British Columbia, I am currently conducting research into the need for school counsellors and or Helping Services in the elementary schools of British Columbia. In order to gain a greater understanding of the need for counselling services in the elementary schools of School District No. 14 I have constructed a questionnaire which I have enclosed.

When you find a moment, please complete this questionnaire and return it to me at Tuc-el-Nuit School on, or before, February 1, 1984. Please use the School Board mail service for return mail.

The confidentiality and anonymity of your responses is guaranteed. The questionnaires are numbered for control purposes only. The value of this survey is directly related to the size of the response. I realize that this is a very busy time for you, so I reluctantly ask for your help.

Thank you for your time and trouble.

Yours truly,

Bob Emerson.

SAMPLE TEACHER QUESTIONNAIRE

QUESTIONNAIRE #TR-

I am interested in the need for counsellors and/or helping services in the elementary schools of School District No. 14 (Southern Okanagan). Please answer the questions to indicate your perception of the need for a counselling/helping program.

Part A:

How much do you think school counsellors/helpers could contribute to the working of the school? (Please circle best answer.) (1) a great deal; (2) somewhat; (3) none.

Part B:

Below is a list of services that are provided in some other elementary schools in British Columbia. Please circle the number in the column under the heading (agree, uncertain, disagree) which best indicates your perception of what a counselling/helping program ought to be doing.

An elementary school counselling/helping program ought to help students develop:	AGREE	UNCERTAIN	DISAGREE
1. a positive self-image.	1	2	3
2. positive attitudes towards school.	1	2	3
3. positive attitudes towards teachers.	1	2	3
4. an interest in hobbies and leisure time activities.	1	2	3
5. an understanding of emotions and feelings.	1	2	3
6. interpersonal skills.	1	2	3
7. an insight into their strengths.	1	2	3

QUESTIONNAIRE #TR-

	AGREE	UNCERTAIN	DISAGREE
8. an insight into their weakness.	1	2	3
9. a sense of responsibility.	1	2	3
10. positive attitudes towards academic subjects.	1	2	3
11. an appreciation for different occupations.	1	2	3
12. decision making skills.	1	2	3
13. coping strategies.	1	2	3
14. independence.	1	2	3

Below are listed some activities which may be undertaken by a school counsellor/helper. Please indicate your perceptions of:

1. The NEEDS of your students for various counselling/helping services.

2. The EXTENT or SCOPE of the services that should be offered to meet hose needs.

There are two spaces beside each item in this part of the questionnaire. Please respond to each item in the manner suggested below:

Under NEED in the first place please write the appropriate number code. As follows:

1 - if there is a strong need.
2 - if there is some need.
3 - if there is no need.

Under SCOPE, in the second place, please write the appropriate number code as follows:

1 - Very comprehensive - all students should receive this service.

2 - Comprehensive - all students who identify themselves or who are identified should receive the service on a regular basis.

3 - Adequate - service should be available on an occasional basis.

4 - Limited - service should be provided infrequently usually at an individual's request.

5 - Nonfunctional - should not be the responsibility of a counselling/helping program.

To help you record your responses the scheme described on the previous page is summarized below.

NEED	SCOPE
1. STRONG	1. VERY COMPREHENSIVE
2. SOME	2. COMPREHENSIVE
3. NONE	3. ADEQUATE
	4. LIMITED
	5. NONFUNCTIONAL

	NEED	SCOPE
1. Intervening in crisis.	( )	( )
2. Consulting with parents.	( )	( )
3. Consulting with teachers.	( )	( )
4. Being on the lookout for child abuse.	( )	( )
5. Consulting with administrators.	( )	( )
6. Keeping records of students involved in counselling.	( )	( )
7. Developing social skills.	( )	( )
8. Providing In-Service for teachers.	( )	( )
9. Helping resolve class conflicts.	( )	( )
10. Leading classroom discussions.	( )	( )

QUESTIONNAIRE #TR-

A variety of factors have been identified which may be crucial for an effective counselling/helping program. Please circle the number which best reflects your judgement of the relative importance of the various factors listed below:

		Absolutely Essential	Essential	Not Essential
1.	Physical facilities.	1	2	3
2.	Secretarial/clerical assistance.	1	2	3
3.	Support from other staff.	1	2	3
4.	Support from administration.	1	2	3
5.	Support from parents.	1	2	3
6.	Support from community.	1	2	3
7.	Professional competency of counselling/helping staff.	1	2	3
8.	Clarity of staff roles.	1	2	3
9.	Clarity of program goals.	1	2	3
10.	Students' response to counselling efforts.	1	2	3

Part E:

Do you feel that a counselling/helping program is needed in our elementary schools? (1) Yes; (2) Uncertain; (3) No. (Please circle best answer.)

In considering your response to the above question, was the current "Restraint Program" a major factor in your decision? (1) Yes; (2) Uncertain; (3) No. (Please circle best answer.)

QUESTIONNAIRE #TR-

Part F:

Please add any additional comments that you feel are relevant to an elementary school counselling/helping program.

_____
_____
_____
_____
_____
_____
_____
_____
_____

SAMPLE LETTER TO TEACHERS

Bob Emerson,
Tuc-el-Nuit Elem.
School,
Oliver, B. C.

84-01-01

Dear Teacher:

I am currently taking a number of courses in the field of school counselling from the University of Victoria. As part of my course work, and with the approval of Mr. O. W. Taylor, I am conducting a Needs Assessment with regards to elementary school counselling in small, rural school districts such as ours.

Part of the Needs Assessment involves questioning a small percentage of elementary school students with regards to their perception of the need for school counsellors or Helping Services. Through random selection please select students from your class to prticipate.

When you have a moment, please go over the questionnaire with the students. If possible, answer any questions they may have regarding the roles and duties of counsellors. Please ask the students to complete the questionnaires. You may feel free to explain any of the instructions, questions and statements as this is not a test, but a sampling of opinion. When all the questions are completed please return them to me via Board Mail before January 30, 1984.

If you have any questions or concerns please feel free to call me.

Thank you for your time and trouble.

Yours truly,

Bob Emerson.

SAMPLE LETTER TO ADMINISTRATORS

Bob Emerson,
Tuc-el-Nuit Elem.
School,
Oliver, B. C.

84-01-01

Mr. J. Doe,
Any Town Elementary Schools,
Anytown, B. C.
V3Q 0O0

Dear John:

With the support of Mr. O. W. Taylor and with financial support provided through a grant from the Educational Research Institute of British Columbia, I am conducting a Needs Assessment with regards to elementary school counselling in small, rural school districts such as ours.

Part of the Needs Assessment involves questioning a small percentage of elementary school students, and parents of elementary school students, with regards to their perception of the need for school counsellors or Helping Services.

Since I need a random sample of students and parents opinions, and since I do not have direct access to student/parent information, I am asking you to distribute these questionnaires for me.

Please send the Parent Questionnaires home with a random selection of your students from all grade levels. The questionnaire packages contain a self addressed, stampled envelope and the parents may mail the completed questionnaires directly back to me.

Please have a random selection of your intermediate students complete the Student Questionnaires. When the questionnaires are complete please return them to me via the board mail service. I have included instructions to teachers in the student questionnaire packages.

If you have any questions or concerns about the questionnaires, or about the Needs Assessment in general, please do not hesitate to call me.

(Sample Letter to Administrators Cont'd.

Sample Letter to Administrators, Continued . . .

Thanks for helping out.

Yours truly,

Bob Emerson.

SAMPLE STUDENTS' QUESTIONNAIRE

GRADES 4 - 7

I am doing a research project to find out if the children in our School District need school counsellors. A school counsellor is a teacher who works with students to help them solve problems. I am interested in finding out areas in which you think a school counsellor might help you.

On the next page you will find a number of statements. Please read the statements and indicate if a school counsellor could help you with the problems described.

If you think that you could use the help of a counsellor many times for that particular problem, you will circle "1" under the MANY TIMES column. If you think that you could use the help of a school counsellor sometimes for that particular problem, you will circle "2" under the SOMETIMES column. If you think that you could use the help of a school counsellor only the odd time for that particular problem, you will circle "3" under the RARELY column. If you think that you would never use the help of a school counsellor for that particular problem, you will circle "4" under the NEVER column.

Let us look at the following example:

	Many Times	Some-times	Rarely	Never
I think that a school counsellor would help me:				
do my homework in a better way.	1	2	3	4

If you have any questions, please ask your teacher. This is not a test. I wish to find out how you feel about the need for school counsellors.

I feel that a school counsellor would help me:

		Many Times	Some-times	Rarely	Never
1.	get along with other classmates.	1	2	3	4
2.	like my school.	1	2	3	4
3.	like my teachers.	1	2	3	4
4.	like my school subjects.	1	2	3	4
5.	be a responsible person.	1	2	3	4
6.	find out what my strong points are.	1	2	3	4
7.	find out what my weak points are.	1	2	3	4
8.	develop hobbies and interests.	1	2	3	4
9.	understand my feelings.	1	2	3	4
10.	understand the feelings of others.	1	2	3	4
11.	feel good about being the person I am.	1	2	3	4
12.	get along with the other members of my family.	1	2	3	4
13.	get along with people from other countries.	1	2	3	4
14.	understand why I need to go to school.	1	2	3	4
15.	be honest.	1	2	3	4
16.	to look after myself.	1	2	3	4
17.	make my own decisions.	1	2	3	4

		Many Times	Some-times	Rarely	Never
18.	prepare for growing up.	1	2	3	4
19.	solve my problems.	1	2	3	4
20.	get help with my school work.	1	2	3	4
21.	study for tests and projects.	1	2	3	4